



*Training for  
Correctional Industries  
Directors  
Instructor Manual*



## Table of Contents

<b>Introduction .....</b>	<b>1</b>
<b>Agenda.....</b>	<b>3</b>
<b>Overview - Grid .....</b>	<b>5</b>
<b>Providing Dynamic Leadership - Grid .....</b>	<b>9</b>
<b>Providing Dynamic Leadership - Module .....</b>	<b>11</b>
<b>Managing Your Stakeholder Network - Grid .....</b>	<b>35</b>
<b>Managing Your Stakeholder Network - Module .....</b>	<b>37</b>
<b>Assuring Customer Satisfaction - Grid .....</b>	<b>63</b>
<b>Assuring Customer Satisfaction - Module.....</b>	<b>65</b>
<b>Developing an Offender Workforce - Grid .....</b>	<b>85</b>
<b>Developing an Offender Workforce - Module .....</b>	<b>87</b>
<b>Developing Reentry Resources - Grid .....</b>	<b>117</b>
<b>Developing Reentry Resources - Module .....</b>	<b>119</b>
<b>Evaluating Organizational Performance - Grid .....</b>	<b>151</b>
<b>Evaluating Organizational Performance - Module .....</b>	<b>153</b>
<b>Statewide Correctional Industries Case Study .....</b>	<b>179</b>
<b>Instructor Bios .....</b>	<b>197</b>



## Introduction

Time	Minutes	Presenter	Assist	Topic	Style	References/ Aids
8:00 - 8:10	10	All Trainers		Introduction of Trainers	Lecture	PowerPoints 1 – 2
8:10 - 8:20	10	Trainer 1	Trainer 2	Four Corners Activity	Activity	PowerPoints 3 - 6
8:20 - 9:00	40	Trainer 1	Trainer 2	Professional and Personal Introduction s of Participants	Activity	PowerPoint 7
9:00 - 9:05	5	Trainer 2	Trainer 3	History of Initiative	Lecture	PowerPoint 8
9:05 - 9:15	10	Trainer 3	Trainer 1	What Would You Like to Take Away from the Course?	Discussion	PowerPoint 9
9:15 - 9:30	15	Trainer 1	Trainer 2	Pre-Test	Quiz	PowerPoint 10
Total	90					



## **Correctional Industries Director Training AGENDA**

### ***Day One***

Introductions/Course Objectives/Pre-Test

Module 1: Providing Dynamic Leadership

Module 2: Managing Your Stakeholder Network

### ***Day Two***

Module 3: Assuring Customer Satisfaction

Case Study Introduction and Activity One

Module 4: Developing an Offender Workforce

### ***Day Three***

Module 5: Developing Reentry Resources

Module 6: Evaluating Organizational Performance

Case Study Activity Two and Presentations

### ***Day Four***

Post-Test

Summary Activity/Future Activity

Evaluation

Graduation



### Training for Correctional Industries Director - Overview

Day One				
8:00-9:30	90	Introductions	Trainers, Process and Participants (individual introductions as well as revised 4 corners as start of networking)	
9:30-10:00	30	Module 1 Leadership		
10:00 – 10:15	15	Break		
10:15 – 12:00	105	Module 1 Leadership Continue		Total 135 for Leadership
12:00 – 1:00	60	Lunch		
1:00 – 2:45	105	Module 2 Managing Your Stakeholder Network	Include elearning Internal and External & Marketing	
2:45-3:00	15	Break	Adjust according to grid	
3:00 – 4:00	60	Module 2 Managing Your Stakeholder Network continued		Total 165 for Stakeholders
4:00-4:30	30	Wrap-up and Summary		
Day Two				
8:00-8:30	30	IceBreaker		
8:30 – 10:00	90	Module 3 Customer Satisfaction		
10:00 – 10:15	15	Break		
10:15-11:00	45	Module 3 Customer Satisfaction continued		Total 135 for Customer Satisfaction
11:00-12:00	60	Case Study Introduction-Activity One		



12:00 – 1:00		Lunch		
1:00 – 1:30	30	Case Study – Debrief?		
1:30 – 2:30	60	Module 4 Developing Offender Workforce	Include elearning Staff Competencies	
2:30- 2:45	15	Break		
2:45- 4:15	90	Module 4 Developing Offender Workforce continued		Total 150 for Offender Workforce
4:15- 4:30	15	Wrap-Up		
Day Three				
8:00- 8:30	30	IceBreaker (related to offender / staff module)		
8:30- 9:45	75	Module 5 Developing Reentry Resources (revised)		Total 75 for Resources
9:45- 10:00	15	Break		
10:00- 11:30	90	Module 6 Evaluating Organizational Performance	Incorporating Elearning Financial	
11:30 – 12:30	60	Lunch		
12:30 – 2:00	90	Module 6 Evaluating Organizational Performance		Total 180 for Evaluating Performance
2:00- 2:45	45	Case Study Activity Two		
2:45- 3:00	15	Break		
3:00- 4:15	75	Case Study Presentations		Total 210 for Case Study
4:15 – 4:30	15	Summary and Wrap-Up		

Day Four				
8:00- 8:45	45	Post-test		
8:45- 9:15	30	Summary Activity		
9:15- 9:30	15	Break		
9:30- 10:30	60	“Where Do I Go From Here” (future of CI activity)		
10:30- 11:00	30	Evaluation		
11:00- 12:00	60	Graduation Ceremony		



### Providing Dynamic Leadership

Time	Minutes	Presenter	Assist	Topic	Style	References/ Aids
9:30 - 9:35	5	Trainer 1	Trainer 2	Introduction / Performance Objectives	Lecture	Slides 1-3
9:35 - 10:00	25	Trainer 1	Trainer 2	Leadership Characteristics  Leadership Roles	Group Discussion and activity	Slides 4-6  Note cards
10:00 - 10:15	15			Break		
10:15 - 10:40	25	Trainer 2	Trainer 1	Articulating Operational Vision  Management and Leadership	Discussion , Activity	Slides 7-11  Video Clips
10:40 - 10:55	15	Trainer 1	Trainer 2	Establishing Organizational culture	Lecture /Discussio n	Slides 12-13
10:55 - 11:15	20	Trainer 1	Trainer 2	Judgment (articulation to decision making)	Discussion  Activity	Slides 14-16
11:15- 11:30	15	Trainer 2	Trainer 1	Developing and implementing strategic plan	Lecture /Discussio n	Slides 17-20
11:30 – 11:55	15	Trainer 2	Trainer 1	Building systems thinking	Lecture /Discussio n	Slides 21-22
11:55 – 12:00	5	Trainer 2	Trainer 1	Summary and Transition to next module	Lecture	Post-a-notes
Total	120					



**Curriculum:** Correctional Industries Director Training  
**Module:** Providing Dynamic Leadership  
**Estimated time required:** Classroom 2.0 hours

### **Summary and Rationale**

Correctional Industry Directors are called upon to provide dynamic and effective leadership which is a critical component in the success of any organization. Expanding leadership knowledge and enhancing leadership skills becomes the foundation for this training as it helps lay the groundwork for the complex work that must be done in this ever changing and challenging industry. This portion of the training will focus on leadership characteristics necessary to move from vision to successful planning and implementation in the world of Correctional Industries. This movement includes the ability to articulate a vision, establish an organizational culture and build systems thinking in order to develop and deliver a strategic plan with the ability and agility to deal with changes, a fast paced future with the possibility of unexpected events.

### **Performance Objectives**

**By the end of this training, participants will be able to:**

1. Identify at least three personal characteristics of dynamic leadership for the future
2. Define and apply an effective process for articulating an organizational vision
3. Describe five key elements in establishing organization culture
4. Identify three key elements needed to build a culture of systems thinking
5. Demonstrate knowledge of developing and implementing a strategic plan including long and short term goal setting

### **Equipment**

- Easel stand with flip chart
- Markers
- Laptop Computer
- Projection device (LCD)
- Screen


### **Materials**

- PowerPoint presentation
- Video Clips (Weiland 4 / Brown 4)
- Definition of Vision and Mission
- Leadership Quotes
- Judgment Call Matrix worksheet
- Decision Making and Judgment Process Differences

## Lesson

Training for Correctional Industries Directors

# Providing Dynamic Leadership



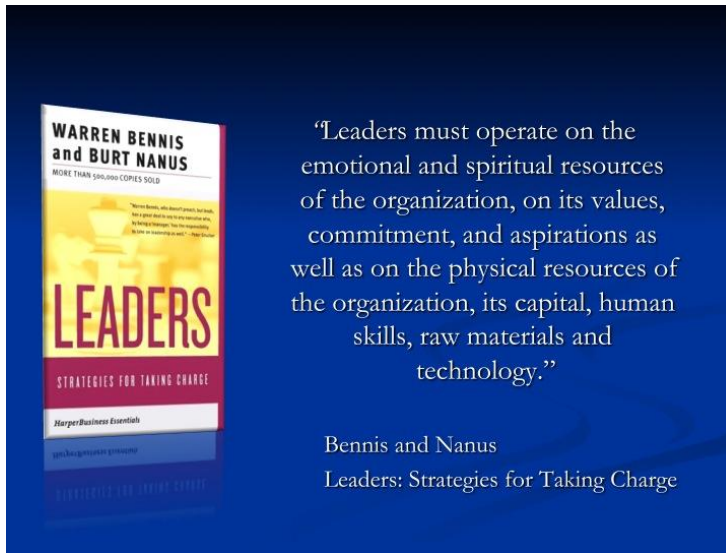
A curriculum developed by the  
National Correctional Industries  
Association

### **PowerPoint 1**

By the end of this training, participants will be able to:

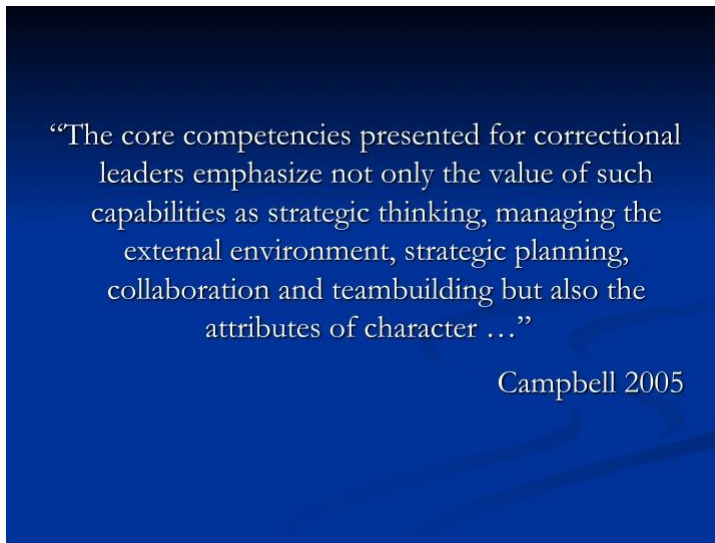
- Identify 3 personal characteristics of dynamic leadership for the future
- Define and apply effective process for articulating organizational vision
- Describe 5 key elements in establishing organization culture
- Demonstrate knowledge of developing and implementing a strategic plan
- Identify 3 key elements needed to build a culture of systems thinking

### **PowerPoint 2**



### PowerPoint 3

*“Leaders must operate on the emotional and spiritual resources of the organization, on its values, commitment, and aspirations as well as on the physical resources of the organization, its capital, human skills, raw materials and technology”. Bennis and Nanus  
Leaders: Strategies for Taking Charge*



### PowerPoint 4

*“The core competencies presented for correctional ....leaders emphasize not only the value of such capabilities as strategic thinking, managing the external environment, strategic planning, collaboration and teambuilding but also the attributes of character ... ”Campbell 2005*



## Characteristics of Leadership

In order to provide dynamic leadership, we must first understand what it means to be a leader. NIC's document on Correctional Leadership (Campbell, 2005) makes the statement that "The core competencies presented for correctional ....leaders emphasize not only the value of such capabilities as strategic thinking, managing the external environment, strategic planning, collaboration and teambuilding but also the attributes of character ...". Current literature on leadership in organizations focuses on leadership characteristics as essential for developing a vision, mission and strategic plan and being successful in the overall operations and future of an organization. The complexity of leadership practice begins with qualities a leader brings to the organization and develops while in the environment.

### Group Discussion

Consider some of the correctional or business leaders you have encountered? Consider your own leadership style. How do you put your "brand" or the organization? Focusing on the future, what would you identify as characteristics of an effective leader?



*(Record responses on flip-chart) Responses may include some of those that were highlighted on the video clips and/or gathered from other resources:*

- *Ability to roll with the internal and external influences*
- *Ability to remain focused*
- *Ability to be flexible and incorporate change*
- *Good listener incorporating feedback from staff, stakeholders and customers*
- *Visibility*
- *Role model including modeling of core values*
- *Critical thinking*
- *Ability to evaluate evidence and results*
- *Visionary*
- *Accountability – holding systems and people accountable for results*
- *Interpersonal Skills*
- *Risk-Taking*
- *Commitment to lifelong learning*
- *Ability to lead and build team*
- *Ability to identify solutions and make decisions*



### Activity (Leadership Characteristics)

## Leadership Characteristics

- Individually select one of your strengths.
- Individually select one quality you would like to develop or expand in a future leadership role.
- Select a partner and discuss
  - your strength and how you demonstrate it
  - your developmental area and what you need in order to develop or expand
  - how those characteristics will be impacted by future needs and demands in the role of a correctional industries director

### PowerPoint 5

#### Leadership Characteristics

- Individually select one of your strengths.
- Individually select one quality you would like to develop or expand in a future leadership role.
- Select a partner and discuss
  - your strength and how you demonstrate it
  - your developmental area and what you need in order to develop or expand
  - how those characteristics will be impacted by future needs and demands in the role of a correctional industries director



#### Activity

Instructor will ask each participant to identify one characteristic / quality that they feel is a personal strength and one that they would like to develop further to enhance their leadership skills. Ask them to write down these two characteristics and share them with a partner. Ask them to discuss with their partner how they demonstrate their strength and what they need for their developmental area. If time permits, instructor may want to debrief by asking for 2-3 examples that were not included in previous discussion.

## Distinguishing Leadership Roles from Leadership Characteristics



### PowerPoint 6 Leadership Roles

- Positional leadership
- Situational leadership
- Collaborative leadership

Leadership roles can be categorized as:

Positional leadership --- determined by title and position within organization

Situational leadership---determined by need to take on leadership role for specific period of time or purpose

Collaborative leadership --- comes from the skills and qualities that invite others to be a part of the process

It is collaborative leadership that we want to focus on for this training. This understanding of leadership will impact the way we approach development of Correctional Industry staff and the inmate workforce, relationships with customers and all our stakeholders, advocacy for our industry and continuous balancing of the business, government and societal influences.



*Discussion Question: What are some examples of organizations that have embraced Collaborative Leadership? Why is collaborative leadership vital for Correctional Industries? How does collaborative leadership provide for sustainability?*

Qualities that have long been viewed as characteristics of effective Criminal Justice leaders (tough but fair, efficient, consistent, decisive for example) do not necessarily guarantee that these same individuals have the qualities necessary to successfully lead a collaborative team or provide dynamic leadership in areas that are necessary for today's environment. So how do we bridge from a foundation of leadership qualities to meeting the needs of the Correctional Industries environment?

That bridge includes:

1. Articulating an organizational vision
2. Establishing an organizational culture
3. Building a culture of systems thinking
4. Developing and implementing a strategic plan
5. Providing sustainability

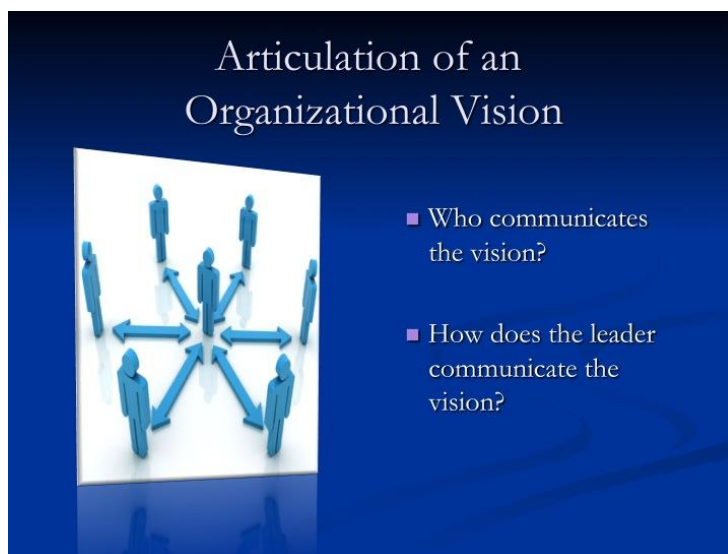
We begin with the ability to develop and articulate an organizational vision effectively throughout the organization. We then move into the establishing stage.

*"Successful companies have a consensus from top to bottom on a set of overall (vision) goals. The most brilliant management strategy will fail if that consensus is missing".*

John Young, former CEO of Hewlett-Packard

### **Articulation of an Organizational Vision**

Goals come from a vision that is dynamic, not static. Vision is a process, not a statement on a wall. Leslie Kossoff in *Executive Thinking* describes this as the difference between a vision *for* the organization and a vision *of* the organization. She says, "Executive thinking is based on a vision for the organization. It is an active vision, one that does not stand idly by as an impossible dream. It is a real and tangible direction with look and feel attached to it. It is action oriented, strategically based, and task supported. "



**PowerPoint 7**

## Articulation of an Organizational Vision

### Two key questions

- Who communicates the vision?
- How does the leader communicate the vision?

Development and articulation of a vision often marks the major difference between a leader and a manager. A well known quote comes from the leadership guru, Warren Bennis, who says, “Management is doing things right, leadership is doing the right thing.”

CI leaders recently shared the difference they say between management and leadership.

Management / Leadership Differences

- Management handles day-to-day operations and leadership looks at the big picture, takes in information and promotes a vision. (*Brown, North Carolina*)
- Management is working IN the business and Leadership ON the business. (*Weiland, Tennessee*)

PowerPoint 8



Management addresses issues, controls situations and works on organizing operations. Leadership has to be more creative and serve as a role model.

PowerPoint 9

## Management and Leadership Differences

- Management handles day-to-day operations and leadership looks at the big picture, takes in information and promotes a vision. (*Brown, North Carolina*)
- Management is working IN the business and Leadership ON the business. (*Weiland, Tennessee*)
- Management addresses issues, controls situations and works on organizing operations. Leadership has to be more creative and serve as a role model.

Let's see ways these same leaders communicate their operational vision and mission?



**PowerPoint 10**



**PowerPoint 11**



Activity

**Discussion:** “Describe how you articulate your operational vision”



**Discussion in Triads:** Break participants into triads and ask each person to take 2-3 minutes to “Describe how you articulate your operational vision”.

Debrief by asking for selected responses and recording them on a flipchart with co-trainers assistance.

### **Establishing Organizational Culture**

Kossoff also notes that vision is inclusive and is accomplished daily in all actions. It provides a place for all employees to participate, an organizational culture that is collaborative.

We recently asked CI Directors to respond to the question of how they establish organizational culture. Some of their responses included:



**PowerPoint 12**



## Organizational Culture

- Understand role of ethics and values as foundation of organizational culture
- Build values and ethics into the mission, get maximum stakeholder support, model behaviors that support them, and hold everyone accountable.
- Demonstrate/model leadership behaviors including your own commitment, accountability and judgment.

### PowerPoint 13

- Encourage innovative thinking
- Empower staff
- Encourage responsible risk taking
- Promote team building
- Motivate all staff and workers
- Collaborate with internal and external stakeholders
- Promote open communication
- Understand role of ethics and values as foundation of organizational culture
- Build values and ethics into the mission, get maximum stakeholder support, model behaviors that support them, and hold everyone accountable.
- Demonstrate/model leadership behaviors including your own commitment, accountability and judgment.

In all of the responses there is an element of decision making as a demonstration of leadership behaviors. Let's examine the role of judgment in the process of making decisions that affect the establishment of a culture that is productive and sustainable for the future.



# JUDGMENT

A contextually informed decision making PROCESS

Three phase process:

- Preparation
- Call
- Execution

In three domains:

- People
- Strategy
- Crisis

**PowerPoint 14**

**Judgment:**

A contextually informed decision making PROCESS

**Three phase process**

- Preparation
- Call
- Execution

**In three domains**

- People
- Strategy
- Crisis

## Judgment

Self	• One's personal values, goals and aspiration
Social Network	• Personalities, skills and past decision of those on your team
Organization	• How others will respond
Context	• Relationships with stakeholders

**PowerPoint 15**

## **Judgment**

### **Four areas of knowledge**

- Self
- Social Network
- Organization
- Context

### **Judgment as the essence of leadership**

Noel Tichy and Warren Bennis in their book, *Judgment: How Winning Leaders Make Great Calls*, makes the case for judgment being the essence of effective leadership. This book presents the reader with many examples of how leaders have succeeded and failed in the world of business, government and society. Their stories illustrate the role judgment plays in the vision, mission and strategy of organizations.

Webster defines judgment as the evaluation of evidence to arrive at an opinion in making a decision. Tichy and Bennis (2007) define judgment as a contextually informed decision-making PROCESS that incorporates three domains – people, strategy and crisis. The process goes beyond the traditional view of decision making as the sole act of judgment.

Within each domain, leadership judgment follows a three-phrase process which includes preparation, the call (decision to be made) and execution. It is important to note that the process may be repeated as new information is presented. Dynamic leadership judgment is supported by knowledge of one's self, knowledge of the social network (staff and others internally), organization and stakeholders.

The Judgment Call Matrix (model 1.0) will be referred to as we continue our discussion about leadership, strategy and other topics during this training and you may find it helpful as a tool in your own process.

	<p>Self Knowledge:</p> <p>Awareness of one's personal values, goals, and aspirations. This includes recognition of when personal desires may lead to a bias in sensing the need for a judgment or interpretation of facts.</p>	<p>Social Network Knowledge:</p> <p>Understanding of the personalities, skills and past decisions of those on your team as well as how they support or challenges your process.</p>	<p>Organizational Knowledge:</p> <p>Understanding how people in the organization will respond, adapt and execute. This may include learning from leaders of all levels within your organization. Identifying the impact of the process on the sustainability of the organization.</p>	<p>Contextual Knowledge:</p> <p>Knowledge based on relationships and interactions with stakeholders that may impact the outcome of a judgment. Anticipating not only how they will respond but how they will interact throughout the judgment process.</p>
Judgement about People				
Judgments in Times of Crisis				
Judgement about Strategy and Sustainability				

Adapted from *Judgment: How Winning Leaders Make Great Calls* Tichy and Bennis, 2007.

### **Decision Making and Judgment Process**

In each of these phases, the leader will need to examine how they approach a variety of characteristics so that the focus is on incorporating sound and effective judgment.

(Model 2.0) Selected key differences between the traditional view of Decision Making and the Judgment Process as put forth by Tichy and Bennis (2007).

<i>Characteristic</i>	<i>Traditional View</i>	<i>Judgment Process View</i>
Time	Single moment, static	Dynamic process that unfolds
Thought Process	Rational, analytic	Recognition that rational analysis happens alongside emotional, human actions
Variables	Knowable, quantifiable	Interactions among variables can lead to entirely new outcomes
Focus	Individual-heroic “leader” who makes the tough call	Organizational- a process that the leader guides but is impacted by many participants and subsequent judgment calls
Success Criteria	Making the best decision based on known data	Ability to act and react through judgment process that guides others to a successful outcome
Transparency	Closed system in which decision makers hold information and rationale for judgments to themselves with explanation	Deliberate development at all levels

Adapted from Tichy, N. M. & Bennis, W. G. (2007). Judgment: How winning leaders make great calls. (Workbook)



*If time permits a discussion can be held using the above judgment matrix and/or decision making model. Think for a moment about the kinds of judgment calls you are being asked to make. The judgment matrix and the decision making process chart are resources that may be used to support the process from identification of the situation to the desired action and outcome.*

“A major benefit of articulating a clear vision and mission is that employees who understand the goals of the organization can make effective and accurate decisions without appealing to higher authorities. Decision making can be spread throughout the organization, and the organization’s most critical resource, its staff, can become effective decision makers and leaders.....”

Campbell

#### **PowerPoint 16**

“A major benefit of articulating a clear vision and mission is that employees who understand the goals of the organization can make effective and accurate decisions without appealing to higher authorities. Decision making can be spread throughout the organization, and the organization’s most critical resource, its staff, can become effective decision makers and leaders. When everyone has the same criteria for making decisions, these decisions can be made faster and more accurately. Once aligned with the organization’s vision and mission, all employees can work together to achieve their goals.” Campbell

#### **Developing and implementing a strategic plan**

## **Movement from Vision to Practice**

Supporting the vision and mission through

- Prioritizing programs
- Rewarding achievement of goals
- Supporting legislation
- Serving as an advocate
- Building systems thinking

### **PowerPoint 17**

## **Movement from Vision to Practice**

### **Supporting the vision and mission**

- Prioritizing programs
- Rewarding achievement of goals
- Supporting legislation
- Serving as an advocate
- Building systems thinking

We have now talked about characteristics of a leader and of the process involved in providing dynamic leadership in the framework of articulating a vision, establishing a culture and moving from vision to practice.

This movement often requires:

- Prioritizing programs and services that generate income to support vision and mission
- Rewarding achievement of goals that support the mission and the vision
- Supporting legislation that supports the vision
- Serving as an advocate for your industry and the people in your organization
- Building systems thinking into your planning and implementation processes

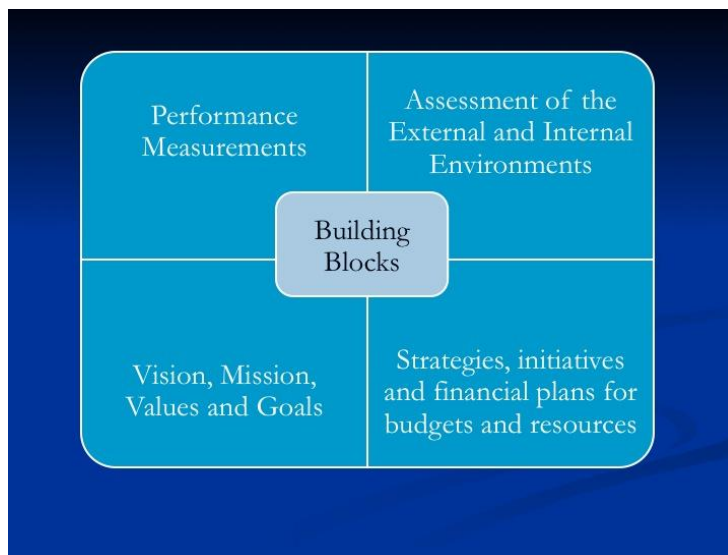
Providing the framework for this movement from vision to practice requires understanding the role and practice of strategic planning.

## Strategic Planning

The process of developing a comprehensive plan that provides leadership, direction, and resource prioritization to ensure that the intended vision, mission, goals and objectives of an organization are met.

### PowerPoint 18

**Strategic planning:** The process of developing a comprehensive plan that provides leadership, direction, and resource prioritization to ensure that the intended vision, mission, goals and objectives of an organization are met. The following building blocks can ensure effective strategic planning.



### PowerPoint 19

Common building blocks include:

- Assessment of the External and Internal Environments
- Vision, Mission, Values and Goals
- Strategies, initiatives and financial plans for budgets and resources
- Performance measurements

## Strategic Planning

- How do you currently identify and address strategic planning as a process?
- Describe one challenge you face with your process?
- What 2 changes in how you approach these steps will be needed in the future?
- What are some of the questions you might want answered during this training?

### PowerPoint 20

#### Strategic Planning Discussion

1. How do you currently identify and address strategic planning as a process?
2. Describe one challenge you face with your process?
3. What two changes in how you approach these steps will be needed in the future?



#### Small group activity (if time permits)

Instructor will ask participants to break into triads OR small groups of 4. Each group will briefly address the questions above. If time does not permit, open this to a very brief discussion.

4. How do you currently identify and address strategic planning as a process?
5. Describe one challenge you face with your process.
6. What two changes in how you approach these steps will be needed in the future?

Instructor will debrief by asking for selected responses (depending on time) and recording responses on a flipchart.

An additional element in the process of moving from vision to practice was “building systems thinking into your planning and implementation.



## Systems Thinking

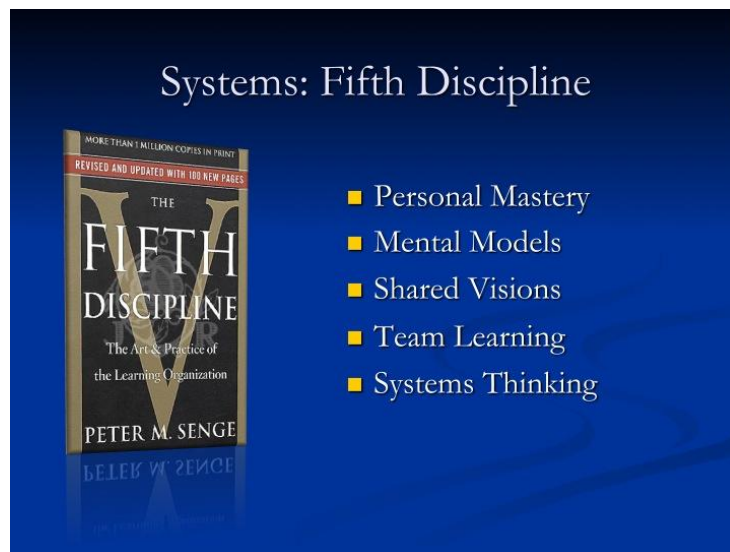
- Process for thinking about problems and challenges
- Focuses on organizational development and
- Interconnection between organizational structure and behavior

### PowerPoint 21

#### Systems Thinking

- Process for thinking about problems and challenges
- Focuses on organizational development and
- Interconnection between organizational structure and behavior

**Systems thinking** can be traced to engineering and science and yet it is vital to the business world of today and is a key focus in Peter Senge's book, *The Fifth Discipline: The Art and Practice of A Learning Organization*. If we think of the connected interplay between strategies, people, departments, processes, functions, products, programs, methods, initiatives and a much longer list of organizational parts and pieces we acknowledge the importance of building a culture that includes systems thinking.



## PowerPoint 22

### Systems: Fifth Discipline

1. Personal Mastery (a commitment to your own and other people's development)
2. Mental Models (reflecting upon and questioning assumptions)
3. Shared Visions (articulating the vision throughout the organization)
4. Team Learning (teambuilding and partnering)
5. Systems Thinking (a process for thinking about problems and challenges that focuses on organizational development and the interconnection between structure and behavior).

The challenge becomes one of how connected are all of the pieces within Correctional Industries. What is the vision for connecting them and how is that expressed when the planning begins? How do the strengths in one area overcome the weaknesses or support the challenges of the other?



*If time permits, instructors may ask participants to identify one key learning from this module in terms of what is one factor / idea / thought that they will take away from this session. Instructor may ask them to write their key learnings on a post-a-note and collect those, highlighting a few or asking the participants to respond verbally. Be selective about number of responses.*

### Summary

Providing dynamic leadership begins with an identification of leadership characteristics and moves to the process of using those qualities throughout the operational practices. Articulating an operational vision and establishing an organizational culture becomes the basis for movement towards successful business operations. Leaders ensure that everything is in alignment so that results are intentional and ongoing and not infrequent

and inconsistent. Role modeling leadership behaviors including commitment, accountability and judgment become the cornerstones for building a culture of systems thinking and strategic planning. This leadership role looks to the future and focuses on the sustainability of the organizations they lead.

## **References**

Campbell, Nancy. 2005. *Correctional Leadership Competencies for the 21<sup>st</sup> Century: Executives and Senior-Level Leaders*. NIC Publication, NIC Accession Number 020474

Collins, James C., & Jerry I. Porras. 2002. *Built To Last: Successful Habits Of Visionary Companies*. New York: HarperCollins Publishers, Inc.

Bennis, Warren G., & Burt Nanus. 2003. *Leaders: The Strategies For Taking Charge*. New York: HarperCollins Publishers, Inc.

Kossoff, Leslie L. 1999. *Executive Thinking: The Dream, The Vision, The Mission*. Palo Alto, CA: Davies - Black Publishing.

Senge, Peter M. 2006. *The Fifth Discipline: The Art And Practice Of The Learning Organization*. New York: Doubleday.

Tichy, Noel M., & Warren G. Bennis. 2007. *Judgment: How Winning Leaders Make Great Calls*. New York: Penguin Group.

## APPENDIX

### (A) Definition of Vision and Mission

**Vision:** The vision is a broad statement of the unique current and future purpose for which the organization exists and the constituents it serves. The vision represents a deeper level of motivation than the mission. It describes how an organization finds its fulfillment. The vision describes what the organization wants to do or where it wants to go. It projects an target that motivates and inspires others.

**Mission:** The mission is a statement that identifies the core purpose of the organization and motivates stakeholders. The mission describes the means to achieve the vision. It should be both attainable and measurable.

### (B) Leadership Quotations

Quotes that might be used in trainings and/or as resource material for Participants

“Individual will move into alignment with an organization’s vision or mission only if they are able to pursue their own mission within the framework of the organization’s vision and mission.” Richard Barrett, *Liberating the Corporate Soul: Building a Visionary Organization*

“A leader is best when people barely know he exists, not so good when people obey and acclaim him, worse when they depise him....but of a good leader who talks little when his work is done, his aim fulfilled, they will say, “We did it ourselves.” Lao Tzu

“Don’t tell people how to do things, tell them what to do and let them surprise you with their results”. George S. Patton

“Whoever is careless with the truth in small matters cannot be trusted with the important matters.” Albert Einstein

“Every leader needs to look back once in a while to make sure he has followers”.  
Anonymous

“A true leader has the confidence to stand alone, the courage to make tough decisions and the compassion to listen to the needs of others. He doesn’t set out to be a leader, but becomes one by the quality of his actions and the integrity of his intent. In the end, leaders are much like eagles...they do not flock; you will find them one at a time.”  
Unknown

## Managing Your Stakeholder Network

Time	Minutes	Presenter	Assist	Topic	Style	References/ Aids
1:00 - 1:20	20	Trainer 1	Trainer 2	Introduction, Who are Your Stakeholders?	Lecture, Discussion , and Video	PowerPoints 1 – 7 (Note: PowerPoint Slide 6 contain 7 videos in sequence)
1:20 - 1:40	20	Trainer 2	Trainer 1	Conducting a Stakeholder Analysis	Lecture and Discussion	PowerPoints 8
1:40 - 2:20	40	Trainer 1	Trainer 2	Mapping Your Stakeholder Network	Activity	PowerPoint 9 and Case Study
2:20 - 2:35	15	Trainer 2	Trainer 1	Managing, and Understanding, and Educating Your Stakeholders	Lecture and Discussion	PowerPoints 10 - 13
2:35 - 2:45	10	Trainer 1	Trainer 2	Developing Strategic Alliances and Dealing with Difficult Stakeholders	Lecture and Discussion	PowerPoints 14 – 15
2:45 – 3:00	BREAK					
3:00 - 3:20	20	Trainer 2	Trainer 1	Strategy for Negotiation	Lecture and Discussion	PowerPoints 16 -19
3:20 - 4:00	40	Trainer 1	Trainer 2	Managing Your Stakeholders Activity	Activity	PowerPoint 20 and 21 (Note: Slide 21 contains a wrap-up video)
Total	165					



**Curriculum:** Correctional Industries Director Training  
**Module:** Managing Your Stakeholder Network  
**Estimated time required:** 2 hours, 45 minutes

### **Summary and Rationale**

To be an effective correctional industry director, you must understand and manage the complex relationships that exist between your program and its stakeholders. This module will examine these relationships and provide you with tools needed to map your stakeholder network, manage communications with them, and encourage them to be promoters and advocates of your efforts. It will also examine the critical role that legislators play as stakeholders in correctional industry programs and offer a framework for formulating a legislative strategy and managing relationships with lawmakers.

### **Performance Objectives**

By the end of this module, participants will be able to:

6. Describe a method for identifying and mapping their organization's stakeholders.
7. List at least three methods for understanding stakeholder needs.
8. Identify strategies for developing stakeholders as supporters, advocates and promoters
9. List four strategies for negotiating with difficult stakeholders.

### **Equipment**

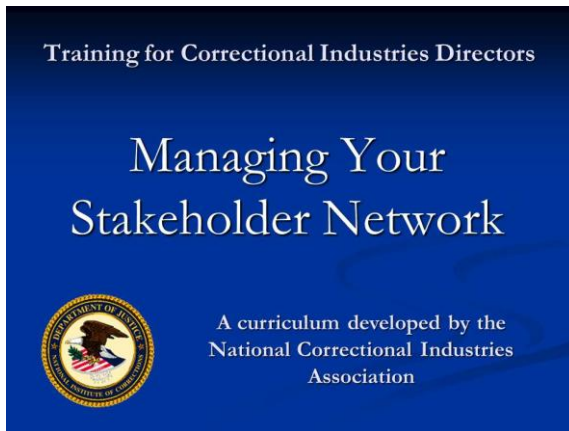
- Several easel stands with flip charts
- Markers
- Laptop Computer
- Projection device (LCD)
- Screen

### **Materials**

- PowerPoint presentation
- Videos: Herron 2, Moore 2, Connett 1, Brown 11, Lambert 6, Perry 5, and Mason 1 (All of these videos have been joined together in the video file labeled "Stakeholders Compilation 2.")
- Brief video of William Ury talking about conflict and perspective taken at a TED conference.



## LESSON



### PowerPoint 1

#### Managing Your Stakeholder Network

During the past decade, there have been significant and ongoing changes in the business environment and the nation's criminal justice system, all of which pose many challenges to the directors of correctional industry programs. These directors must respond rapidly and skillfully to changing expectations while maintaining their focus on the bottom line and dealing with day-to-day operations. It is not surprising that many of these directors feel overwhelmed, a burden which is intensified by the security and policy constraints under which they operate and the growing expectations of the public. This module will provide you with a new way of understanding correctional industries and your role as a leader. It will do this by examining correctional industries in the context of a set of relationships among key stakeholder groups, all of which have a stake in what you do. By understanding these relationships and engaging them in a way that leverages their ability to support your mission, you can greatly increase the likelihood of your program's success.

**At the end of this training, participants will be able to:**

- Describe a method for identifying and mapping their organization's stakeholders.
- List at least three methods for understanding stakeholder needs.
- List at least three strategies for moving a stakeholder group from passive support to advocates and promoters.
- List four strategies for negotiating with difficult stakeholders.

### PowerPoint 2

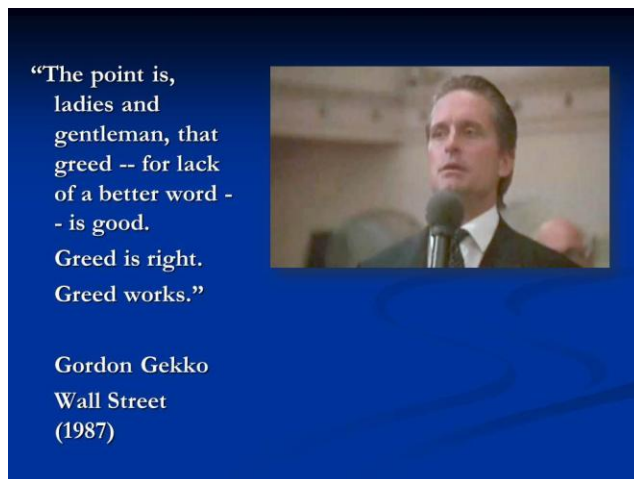
**At the end of this training, participants will be able to:**

1. Describe a method for identifying and mapping their organization's stakeholders.
2. List at least three methods for understanding stakeholder needs.
3. List at least three strategies for moving a stakeholder group from passive support to advocates and promoters.
4. List four strategies for negotiating with difficult stakeholders.

In this module we will be exploring the stakeholder networks of correctional industry directors and provide you with a tool for mapping your stakeholders. We'll also look at methods for managing difficult stakeholders, techniques for encouraging them to be advocates and promoters of your efforts, and strategies for negotiating that provide for win-win situations. In the latter part of the module, we'll focus our attention upon legislators, a critical stakeholder for correctional industry directors. This will include methods for developing legislative strategies and tips for communicating and meeting with lawmakers.

**At the end of this training, you will be able to:**

1. Describe a method for identifying and mapping their organization's stakeholders.
2. List at least three methods for understanding stakeholder needs.
3. List at least three strategies for moving a stakeholder group from passive support to advocates and promoters.
4. List four strategies for negotiating with difficult stakeholders.



**PowerPoint 3**

**"The point is, ladies and gentleman, that greed -- for lack of a better word -- is good. Greed is right. Greed works."**

***Gordon Gekko***

***Wall Street (1987)***



***When Michael Douglas spoke these words in the movie Wall Street, what was his vision of management's obligations?***




*In the discussion, instructor should ensure that the following points are covered:*

- The bottom line is everything
- Management is only obligated to meet the needs of shareholders.

*Gordon Gekko's view of management is a very narrow one. He believed that management's sole objective was simply to produce profit for the company's shareholders. He was not concerned about a company's impact upon its workers, its community or its natural environment. This view of management's role has changed in recent years. The public has higher expectations of business and expects companies to exercise social responsibility and conduct their activities in an ethical manner. Nike, for example, was strongly criticized when it was revealed its sneakers were being made by child labor. Similarly, McDonalds has been subject to public criticism for its menu which some believe is partly responsible for the rise of childhood obesity. The company has responded by offering healthier food choices on its menu and making other changes to the ingredients it uses.*

*In addition, Gekko's view of management does not recognize that the relationships a manager has with other stakeholders can make or break a business. Managing these relationships is a relatively new way of looking at business. Let's examine the principles of this new strategy.*

## Managing for Stakeholders



- All businesses can be understood as a set of relationships among groups that have a stake in your organization's activities.
- Knowing how these relationships work is fundamental to managing your program and can be integrated as a powerful component of your business.
- A director's job is to manage and enhance these relationships.

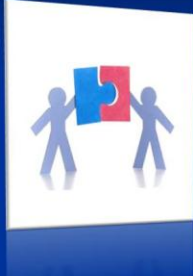
### PowerPoint 4

#### Managing for Stakeholders

- *All businesses can be understood as a set of relationships among groups that have a stake in your organization's activities.*
- *Knowing how these relationships work is fundamental to managing your program and can be integrated as a powerful component of your business.*
- *A director's job is to manage and enhance these relationships.*

*The basic principles of this strategy are very simple. Any business can be understood in terms of the relationships it has with groups that have a stake in its activities. For directors of correctional industries, these groups might include customers, employees, legislators, etc. A director needs to know who his stakeholders are and understand the nature of the relationship his stakeholders have with the company. That director also needs to know how to manage and shape those relationships.*

## Definition of a Stakeholder



- A stakeholder is any group or individual who can affect or be affected by the achievement of an organization's purpose.
- Stakeholder can be internal or external

### PowerPoint 5

## Definition of a Stakeholder

- *A stakeholder is any group or individual who can affect or be affected by the achievement of an organization's purpose.*
- *Stakeholder can be internal or external*



## Who are your stakeholders?



The instructor asks two students to record answers on two flip charts. One is labeled “internal” and the second is labeled “external.”

*In the discussion, instructor should ensure that the following stakeholders are listed:*

### Internal

- Employees of program (line and supervisory staff)
- Inmates (whether or not they are employed by program)
- Unions
- Correctional staff (custodial and non-custodial)
- Correctional administration
- Board of Directors

### External

- Customers
- Legislators
- Media
- Special interest groups, e.g., victim's organizations, faith-based groups, etc.
- Suppliers
- Private sector partners
- Community
- Community groups that provide services to former offenders
- Criminal justice system
- Family members of inmates



**We have just identified stakeholders by using a brainstorming method. What other methods might you use to identify your stakeholders?**



The instructor leads a discussion and covers the following methods of identifying stakeholders:

Brainstorming is one method for identifying stakeholders. Other methods include reviewing an agency's organizational chart, conducting a survey of employees and/or stakeholders, and using social networking sites to conduct research.

Depending upon the nature of your business, you may have additional stakeholders. For example, if you are engaged in a recycling or waste management project, you might include environmentalists on your list.



**PowerPoint 6**

**Why is it important to pay attention to your stakeholders?**

**[This PowerPoint slide contains the video Stakeholders Compilation 2]**



## PowerPoint 7

### Creating Value for Stakeholders

- *A director must create value for all stakeholders*
- *Meeting the needs of all stakeholders requires discipline and leadership*

*It is easy to ignore the needs of some stakeholders at the expense of others. You may, for example, need to reduce costs to meet customer demands. If you chose to meet this need simply by increasing productivity targets, you may be trading off the need of one stakeholder for another. The long-term viability of any company is dependent upon the ability of its leadership to create value for all its stakeholders.*



***Do you think there is a conflict in serving all your stakeholders and meeting your bottom line?***



*The instructor leads a discussion about the challenges associated with creating value for all stakeholders. Despite these challenges, it is important to remember that there is no conflict in serving your stakeholders and meeting your bottom line.*



## Conducting a Stakeholder Analysis

- Which stakeholders have the greatest influence on my program's work?
- Which of these stakeholders will be directly involved and which will be indirectly involved?
- Which stakeholders need the most attention?
- Which stakeholders need to be informed about my programs work? How often?
- Which stakeholders simply need to be monitored?

### PowerPoint 8

## Conducting a Stakeholder Analysis

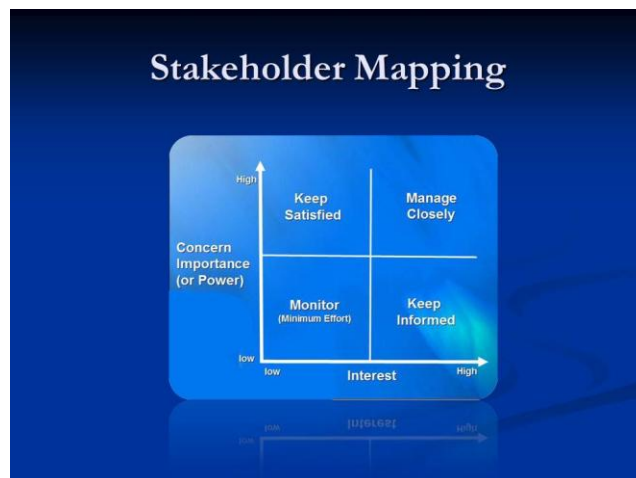
- Which stakeholders have the greatest influence on my program's work?
- Which of these stakeholders will be directly involved and which will be indirectly involved?
- Which stakeholders need the most attention?
- Which stakeholders need to be informed about my programs work? How often?
- Which stakeholders simply need to be monitored?

Once you have identified your stakeholders, you need to conduct a stakeholder analysis. This will allow you to map stakeholders by their importance to your work and help you tailor your relationship with them. The stakeholder analysis attempts to answer the following questions:

- Which stakeholders have the greatest influence on my program's work?
- Which of these stakeholders will be directly involved and which will be indirectly involved?
- Which stakeholders need the most attention?
- Which stakeholders need to be informed about my programs work? How often?
- Which stakeholders simply need to be monitored?

Stakeholders can be classified using a simple grid.





## PowerPoint 9

## Stakeholder

<b>Mapping</b>  <b>High Power</b>	<b>KEEP SATISFIED</b>	<b>MANAGE CLOSELY</b>
<b>Low Power</b>	<b>MONITOR</b>	<b>KEEP INFORMED</b>
	<b>Low Interest</b>	<b>High Interest</b>

Each stakeholder's position on the grid will vary according to the extent of their influence over your program and their interest in it. If a stakeholder has a high interest in your initiative and can exert a great degree of influence upon it, you would want to fully engage them and manage the relationship closely. Conversely, if they have low interest in your initiative and low power over it, you may only need to monitor the relationship.



## Mapping Your Stakeholders Activity

- The instructor will divide you into groups.
- After you have joined your group, read the case study individually and, as a group, decide where each character or group in the case study belongs on the stakeholder grid.
- Select one group member to record your ideas on flipchart pages.
- Participate with your group in making an oral report.

### PowerPoint 10

## Mapping Your Stakeholders Activity

**(30 minutes, including a debriefing)**

1. The instructor will divide you into groups.
2. After you have joined your group, read the case study individually and, as a group, decide where each character or group in the case study belongs on the stakeholder grid.
3. Select one group member to record your ideas on flipchart pages.
4. Participate with your group in making an oral report.

## Case Study

Stanley Kemp, a 39-year old native of Nebraska, was recently hired as the director of a correctional industries program for a large Midwest state. He was previously a senior-level supervisor in California's correctional industries program and sought the new position for the promotional opportunity it offered and to be closer to his home state. The state's corrections commissioner, Patricia Brown, hired Kemp after dismissing his predecessor who was embroiled in a serious incident that discredited a poorly performing program. Brown was eager to restore program's creditability and make it a viability entity. She also viewed the program as an essential component of her efforts to decrease idleness among prisoners and reduce recidivism. The latter issue was a priority for her agency. In a national study of recidivism rates conducted by a Washington, D.C. think-tank, her department was cited as having the highest 3-year return rate, a distinction that did not escape the attention of the governor. Her tenure as commissioner would depend heavily on her ability to implement policies and programs that would reduce re-offending.

The correction department's high recidivism rate contributed to an overcrowding problem and inmate unrest. The correctional system was operating at more than 20% of its rated capacity and the state's budget deficits eliminated any possibility of new prison construction. Charles Hansen, the executive director of the Inmate Defense Fund, a state-

wide prisoner advocacy group, had been calling on the governor to establish a special commission to investigate the deteriorating prison conditions. In a press release intended to gain public support for the creation of a commission, Hansen cited numerous deficiencies including the absence of a coordinated plan to address the barriers faced by prisoners upon their release to the community. His press-release noted that only 5% of the inmate population participated in the Department's correctional industries program and that the training provided by the program did not adequately prepare prisoners for work in the community. "Now, more than ever," Hansen wrote, "the agency needs an effective, evidence-based correctional industries program that connects released prisoners to jobs in the community and serves more than a handful of the inmate population."

Brown did not disagree with Hansen's assessment, but knew that revamping the program presented many challenges, both internal and external. In the month before she hired Kemp, an inmate in the correctional industries program used a tool from the factory floor to assault a correction officer who was seriously injured in the attack. It was later discovered that the inmate had a history of violent behavior and had assaulted a correctional officer during a prior incarceration. As a consequence of the incident, the program was shut down for 5 days, causing production to fall behind schedule. Paul Roberts, a reporter for the Daily News, wrote a lengthy article on the incident which also highlighted the program's shortcomings. The article caught the eye of the governor who urged the commissioner to dismiss Kemp's predecessor. Roberts was writing a follow-up piece on the program and had asked the Department for copies of policy and procedure documents along with statistics on the job placement rates of the program's graduates who were released to the community. Brown knew that the next article was not likely to put her agency in a favorable light.

The assault upon the officer also created a firestorm of protest from the union representing the agency's correctional officers. Frank White, the head of the union, called upon the commissioner to shut the program down until it could be re-vamped and to limit participation to inmates who did not have a history of violent behavior. The commissioner felt that Brown's demands were unreasonable, but did not expect White to relent. White was up for re-election as the union's president and was using the incident to build support among his constituents.

The agency's correctional industries program had also drawn the ire of a small, but vociferous advocacy group. Andrew Saltzman, the group's executive director, believed that correctional industries programs took jobs away from union workers in the community and urged legislators to shut the program down. While his efforts at lobbying were not successful, his criticisms of the program did not go unnoticed and attracted the support of James Anderson, a powerful legislator who had aspirations of becoming governor and counted heavily on the support he received from labor unions. Anderson was considering holding a public hearing on the agency's PIE program which had been criticized by Saltzman for being in violation of federal standards and for taking away private sector jobs in the community.

Commissioner Brown viewed the agency's PIE program as an essential part of her reentry efforts, but knew that there were some deficiencies that needed to be addressed. She briefed Kemp about her concerns during the interview, but did not give him any further guidance on the matter. In addition to those concerns, the commissioner had been informed that program's most important private sector partner, Dynamo Products, Inc., was planning to bid on a project that was the backbone of her correctional industries program. The company did not intend to include the inmate workforce in their bid which, if successful, would cause the program to lose 20% of its revenues. Brown was incensed about this possibility, largely because the chief executive officer, Peter Blair, served on the advisory committee of the program.

In his first week on the job, Kemp toured the factory floors and met with key staff members. All, with the exception of the Deputy Director Henry Franklin, were civil service employees and belonged to a union. Franklin had applied for the director's job, but the recent events all but precluded his appointment to the position. Morale at the facility was low and several employees had requested transfers to other areas of operation. Conditions in the facility were the subject of grievances from both inmates and staff. The physical plant was not in compliance with national recognized standards and program space was limited.

Job placement services for graduates of the correctional industries program were provided by New Horizons, a state-wide nonprofit organization that provides workforce development services to disadvantaged persons. New Horizons had a performance-based contract with the correction department and had to meet minimum placement and retention targets to secure full payment. The program has been successful in previous years, but was now falling short of its targets. The program's executive director, Betty Richards, had written Kemp a congratulatory note that included her concerns about the performance-based contract. She said that the contractual goals were written in prosperous times and did not envision the recent downturn in the state's economy.

Kemp wondered whether it was time to find a new vendor for the services or work through the difficulties with New Horizons. The Department's counsel told him that the Department had the right cancel the contract at any time, but that it would take a minimum of nine months to issue an RFP and award a new contract. The absence of a job placement component would hurt the reentry prospects of released inmates the program unless other arrangements could be made.

During his tour of the facilities, Kemp took the opportunity to speak with inmates workers. It appeared that many were not ready to secure employment upon release simply because they did not have identity documents such as birth certificates or social security cards. Most did not know how to search for employment beyond looking at the want-ads in their local newspaper. When he asked them how their pending release would be different from the last time they left prison, many shrugged their shoulders and said nothing.

Upon returning to his office, Kemp looked out the window as he considered his options. The job had more challenges than he anticipated, but he was determined to turn the program around. As he pondered his actions, the phone rang. It was Commissioner Brown who told him to expect a call from the Daily News. Roberts was wrapping up his follow-up piece on the work-release story and he wanted to know what the Department intended to do with the program. Kemp quickly realized that he was going to be a heat shield for the commissioner. And now that the heat was being turned up, he had to develop a plan of action sooner than later.



Ten minutes should be provided for the debriefing. A reporter for each group should explain how they categorized the stakeholders and the instructor should guide a discussion about any differences between the groups. The instructor sums up the discussion by emphasizing the following points:

- Not all stakeholders are equal.
- Stakeholder mapping allows you to categorize stakeholders and develop appropriate methods for managing your relationships, communications and engagements with them.

## **Managing Stakeholders**

After you have identified and categorized your stakeholders, you will need to develop a plan for managing your communications with them. It's vital to consider their needs and to determine how they feel about your initiative or project. If you don't have an understanding of what motivates your stakeholders, you will not be able to win their support for your program. The following questions can help you understand your stakeholders:

- What interest do they have in your work?
- Do they have negative or positive emotional interest in your program?
- What is their current opinion about your work?
- If their opinion is negative, what can be done to change it?
- What information do they need from you?
- What is the best way of communicating with them?
- Who can best influence the stakeholder?
- How can your work or project benefit the stakeholder?
- If you can't obtain their support for your work, what can you do to manage their opposition?

## Understanding Your Stakeholders

- What interest to they have in your work?
- Do they have negative or positive emotional interest in your program?
- What is their current opinion of your work?
- If their opinion is negative, what can be done to change it?
- What is their sphere of influence?

### PowerPoint 11

#### Understanding Your Stakeholders

- What interest do they have in your work?
- Do they have negative or positive emotional interest in your program?
- What is their current opinion about your work?
- If their opinion is negative, what can be done to change it?
- What is their sphere of influence?

## Understanding Your Stakeholders

- What information do they need from you?
- What is the best way of communicating with them?
- Who can best influence the stakeholder?
- How can your work or project benefit the stakeholder?
- If you can't obtain their support for your work, what can you do to manage or neutralize their opposition?

### PowerPoint 12

#### Understanding Your Stakeholders

- What information do they need from you?
- What is the best way of communicating with them?
- Who can best influence the stakeholder?
- How can your work or project benefit the stakeholder?
- If you can't obtain their support for your work, what can you do to manage or neutralize their opposition?



How would you go about determining the answers to these questions?



The instructor facilitates a discussion which covers the following methods:

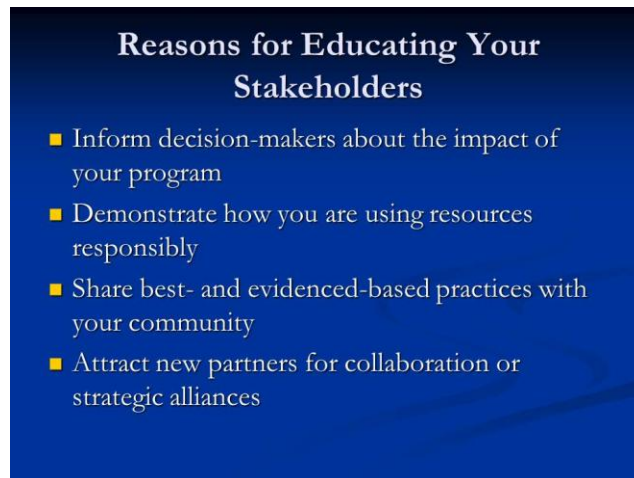
- One-on-one meetings or telephone calls.
- Surveys
- Focus groups
- Inviting stakeholders to agency meetings
- Attending meetings convened by stakeholders
- Inviting stakeholders to serve on advisory committees
- Breakfast or lunch meetings
- Site visits to operations

The instructor should summarize the discussion by saying the one method does not fit all and that a director should tailor their approach based on the needs of each stakeholder.

During the course of your interactions with stakeholders, you want to determine the ways in which your work or project can benefit them. Some stakeholders may seek or want personal benefits from your project. Others may be seeking benefits for their organization. In either case, you want to identify a strategy for securing their support that creates a win-win situation.

### **Educating your Stakeholders**

It is important to take time to record your program's successes and share this information with your stakeholders. The more they know about your program the more likely they are to support it.



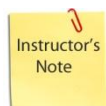
### PowerPoint 13

#### Reasons for Educating Your Stakeholders

- Inform decision-makers about the impact of your program
- Demonstrate how you are using resources responsibly.
- Share best- and evidenced-based practices with your community
- Attract new partners for collaboration or strategic alliances



How would you go about educating your stakeholders?



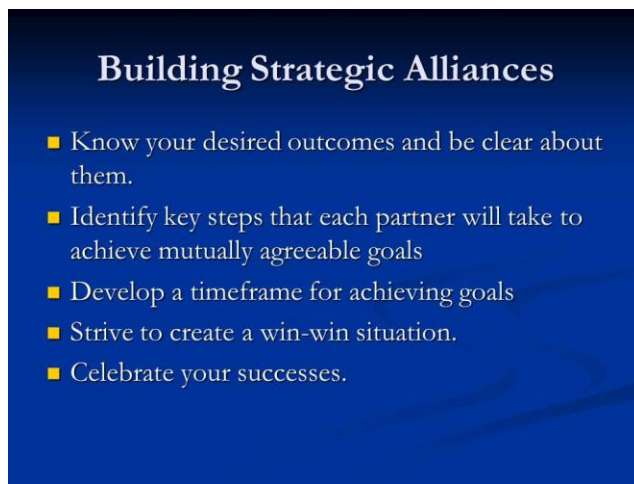
The instructor facilitates a discussion which covers the following methods:

- Newsletters (both print versions and e-mails)
- Social networking (Blogs, LinkedIn, Facebook)
- Program briefs that feature success stories
- Legislative breakfasts
- Program graduations that feature success stories
- Web-page dedicated to success stories and/or program impact



## Developing Strategic Alliances

In today's competitive and fast-changing environment, the ability to develop the strategic alliances is a critical leadership skill. A strategic alliance is a relationship between two or more independent parties where each agrees to collaborate in pursuit of agreed upon goals or objectives. Strategic alliances can provide many benefits, including opportunities for program innovation, access to new resources, and increased visibility through shared media contacts. When developing these alliances it important to consider several factors.



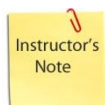
### PowerPoint 14

#### Building Strategic Alliances

- Know your desired outcomes and be clear about them.
- Identify key steps that each partner will take to achieve mutually agreeable goals
- Develop a timeframe for achieving goals
- Strive to create a win-win situation.
- Celebrate your successes.



What strategic alliance have your organizations developed and what outcomes did you achieve?



The instructor facilitates a discussion and sums up by concluding the successful strategic alliances must have shared goals that are clearly defined and create a win-win situation.

### **Dealing with Difficult Stakeholders**

To establish a win-win relationship with a difficult stakeholder, you want to address any concerns they might have about your initiative and demonstrate how they can benefit from it. Some stakeholders might directly benefit from your program and will be eager to see it succeed. Others might be misinformed about your work, view you as a competitor for scarce resources, or are completely opposed to what you are doing for personal reason. Because difficult stakeholders are negative and may only offer complaints rather than useful criticism, they are easy to ignore. But ignoring them can prove to be a big mistake. It's much more helpful to build a relationship with them and keep the lines of communications open. This is the best way to win their support for your work.

There are many ways to build a relationship with a difficult stakeholder. First, you want to know them as well as possible. Use a Google search to obtain information about each of your stakeholders and the organization they represent. If you are a member of a professional social networking site such as LinkedIn, see if you and any of your stakeholders have a mutual connection. An introduction from a mutual colleague might help thaw an icy relationship. Use your research to understand the needs of your stakeholders and learn their opinions.



### **What kind of questions should you ask yourself to determine the needs of your stakeholders?**

The instructor leads a discussion that touches on the following questions:

What is their opinion of our organization's mission?

What are their goals and objectives?

How can I help them meet their goals and objectives?

What's the best way to communicate with them?

## Dealing with Difficult Stakeholders

- What is their opinion of my work?
- What are their goals and objectives?
- How can I help them meet their goals and objectives?
- What's the best way to communicate with them?

### PowerPoint 15

#### Dealing with Difficult Stakeholders

- What is their opinion of my work?
- What are their goals and objectives?
- How can I help them meet their goals and objectives?
- What's the best way to communicate with them?

The most important thing you can do to earn the respect of difficult stakeholders is to listen to what they have to say. Remember that listening is not a passive activity. Be aware of your body language, show interest and respect, and keep an open mind at all times. Also remember to demonstrate that you understand their viewpoint. You can do this restating it in your words. For example: "As I understand it, you are opposed to the corrections industries because you believe it will hurt the local economy." Avoid saying, "Yes, but I don't believe the believe correction industries will hurt the economy." The former statement conveys understanding while the latter conveys disagreement.

Once you have an understanding of your stakeholder's concerns, thank them and help them understand yours. For example:

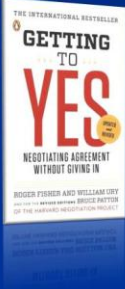
"Thank you for helping me understand your viewpoint. Let me tell you where I am coming from and my sense is that we share many of the same interests."

This signals that you have principals upon which your position is based and that there are opportunities for common ground.

In their book, *Getting to Yes*, Roger Fisher and William Ury present a strategy for negotiation that is based on four principals:

People:	Separate the people from the problem.
Interests:	Focus on interests, not positions.
Options:	Generate a variety of possibilities before deciding what to do.
Criteria:	Insist that the result be based on some objective standard or measurable data..

## Strategy for Negotiation



- People: Separate the people from the problem.
- Interests: Focus on interests, not positions.
- Options: Generate a variety of possibilities before deciding what to do.
- Criteria: Insist that the result be based on an objective standard or measurable data.

### PowerPoint 16

#### Strategy for Negotiation

**People:** Separate the people from the problem.

**Interests:** Focus on interests, not positions.

**Options:** Generate a variety of possibilities before deciding what to do.

**Criteria:** Insist that the result be based on an objective standard or measurable data.

When a person's ego is tied to a position, their emotions may prevent them from dealing objectively with a problem. You want to separate people from the problem. Each party in the negotiation should see themselves working together to attack a problem, not each other.

By focusing interests, not positions, you increase the chances of success because compromising between positions typically does not produce agreements that are satisfying to both parties.

By coming up with a variety of possibilities before negotiations begin, you can free yourself from the difficulty of designing solutions under pressure and can discover more options for mutual gain.

By insisting on using an objective standard, you open the possibility for both parties to defer to a fair solution that may be based on an expert opinion, custom or law.

Fisher and Ury believe that participants in a negotiation should be problem-solvers who seek a wise outcome reached efficiently and amicably. They advise negotiators to:

- Be soft on people, hard on the problem
- Explore interests
- Avoid having a bottom line.
- Reason and be open to reason
- Yield to principle, not pressure.

## Strategy for Negotiation

- Be soft on people, hard on the problem
- Explore interests
- Avoid having a bottom line.
- Reason and be open to reason
- Yield to principle, not pressure.

### PowerPoint 17

#### Strategy for Negotiation

- Be soft on people, hard on the problem
- Explore interests
- Avoid having a bottom line.
- Reason and be open to reason
- Yield to principle, not pressure.

When the other party is more powerful Fisher and Ury recommend the following:

- Protect you against making an agreement you should reject.
- Make the most of the assets you do have so that any agreement you reach will satisfy your interests as well as possible.
- Know your BATNA: Best Alternative to a Negotiated Agreement.

## Strategy for Negotiation

- Protect you against making an agreement you should reject.
- Make the most of the assets you do have so that any agreement you reach will satisfy your interests as well as possible.
- Know your BATNA: Best Alternative to a Negotiated Agreement.

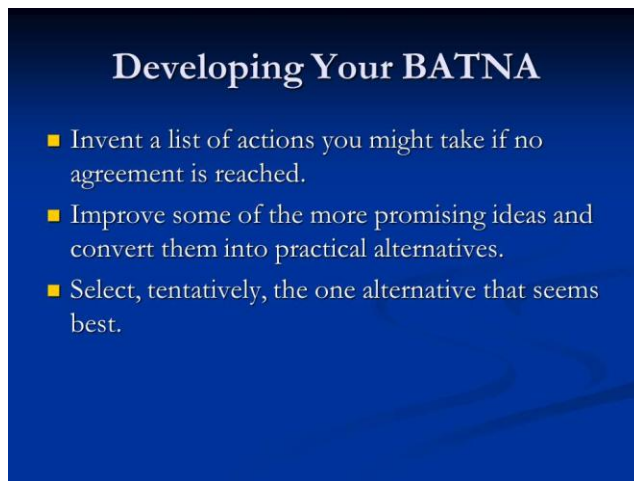
### PowerPoint 18

## Strategy for Negotiation

- Protect you against making an agreement you should reject.
- Make the most of the assets you do have so that any agreement you reach will satisfy your interests as well as possible.
- Know your BATNA: Best Alternative to a Negotiated Agreement.

The reason you negotiate is to produce something better than the results you can obtain without negotiating. The result you can obtain without negotiating is your BATNA. A better BATNA, provides you with greater power. It is, therefore, essential to know your BATNA and take time to make sure it's as strong as it could be. To develop your BATNA:

1. Invent a list of actions you might take if no agreement is reached.
2. Improve some of the more promising ideas and convert them into practical alternatives.
3. Select, tentatively, the one alternative that seems best.



### PowerPoint 19

## Developing Your BATNA

- Invent a list of actions you might take if no agreement is reached.
- Improve some of the more promising ideas and convert them into practical alternatives.
- Select, tentatively, the one alternative that seems best.



## Managing Your Stakeholders Activity

- You will breakout into the same groups used in the “Mapping Your Stakeholders Activity.”
- Each group will be assigned a high power, high interest stakeholder.
- Each group will develop a plan for managing, influencing and/or neutralizing that stakeholder. Your group should consider strategies for educating your stakeholders and building strategic alliances.
- Each group will present their plan to the larger group.

### PowerPoint 20

## Managing Your Stakeholders Activity

**(30 minutes, including a debriefing)**

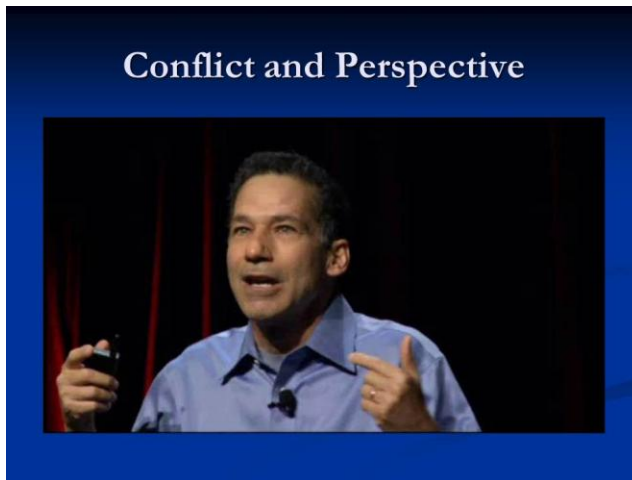
- You will breakout into the same groups used in the “Mapping Your Stakeholders Activity.”
- Each group will be assigned a high power, high interest stakeholder.
- Each group will develop a plan for managing, influencing and/or neutralizing that stakeholder. Your group should consider strategies for educating your stakeholders and building strategic alliances.
- Each group will present their plan to the larger group.



When debriefing this activity, the instructor should pose the following questions:

- Was there an attempt made to understand the needs of the stakeholder?
- Did the plan take into consideration strategies for educating your stakeholders and building strategic alliances?
- Did the solution focus on interests rather than solutions?
- Is the result achieved by the plan based on an objective standard or measurable data?
- Does the plan have a BATNA?

To wrap up this section, let's watch a short video of Ury talking about conflict and perspective.



#### **PowerPoint 21**

### **Conflict and Perspective**

#### **Summary**

If you are going to be an effective correctional industry director, you must understand and manage the complex relationships that exist between your program and its stakeholders. We've examined the ways you can identify and map your stakeholder network, how to manage communications with them and educate them about your work, and how to deal with persons or organizations that may oppose your efforts. We have also taken a look at the role of strategic alliances and strategies for developing collaborations. Given the rapid changes that are taking place in all aspects of work and the communities in which we live, you should review your stakeholder network every year and adjust your plans and strategies accordingly.

#### **Bibliography**

Fisher, Roger, et al. 1991. *Getting to Yes: Negotiating Agreement Without Giving In*. New York, NY: Penguin Books.

Foley, John, and Julie Kendrick. 2006. *Balanced Brand: How to Balance the Stakeholder Forces that Can Make or Break Your Business*. San Francisco, CA: Jossey-Bass.

Freeman, R. Edward, et al. 2007. *Managing for Stakeholders: Survival Reputation, and Success*. New Haven, CT: Yale University Press.





### Assuring Customer Satisfaction

Time	Minutes	Presenter	Assist	Topic	Style	References/ Aids
8:30 - 8:40	10	Trainer 1	Trainer 2	Introduction / Definitions	Lecture / Video	PPT slide 2-5 Video Clip
8:40 - 8:50	10	Trainer 1	Trainer 2	Knowing Your Customer	Lecture / Group Discussion	PPT slides 6-7 Video Clip
8:50 - 9:15	25	Trainer 2	Trainer 1	Customer Expectations	Small Group Discussion, Activity	PPT slide 8-11
9:15 - 9:30	15	Trainer 1	Trainer 2	Developing Relationship	Lecture / Discussion	PPT slide 12-14
9:30 - 9:45	15	Trainer 2	Trainer 1	Social Media/Website	Lecture/add ed slides	PPT slides 15-16
9:45 - 10:00	10	Trainer 2	Trainer 1	Operational Tasks	Lecture/ Discussion	PPT slides 17-20
10:00 – 10:15	BREAK					
10:15 - 10:55	40	Trainer 1	Trainer 2	Case Study / Problem Solving	Triad Activity	PPT slide 21 Case Studies
10:55 - 11:00	5	Trainer 2	Trainer 1	Summary and Accomplishments	Discussion	PPT slide 22 Video Clip
Total	135					



**Curriculum:** Correctional Industries Director Training  
**Module:** Assuring Customer Satisfaction  
**Estimated time required:** Classroom 2.0 hours

### **Summary and Rationale**

Sam Walton was known to say, “*The goal of a company is to have customer service that is not just the best, but legendary*”. Correctional Industries strives to not only have the best business model, but to do it in an environment that impacts and improves offenders’ lives, reduces recidivism and benefits society as a whole. This complex mission can only be accomplished by understanding the relationship between comprehensive and ever changing systems. Knowing your customer, engaging them by listening to their needs, building and maintaining relationships means consistent and watchful vigilance. Producing a quality product while offering competitive pricing, delivering that product on time and ensuring effective follow-up at all stages require an integrated commitment to Correctional Industry business goals.

### **Performance Objectives**

**By the end of this training, participants will be able to:**

1. Demonstrate knowledge of four elements that define exceptional customer service.
2. Identify two key factors you need to know about your customers.
3. Define five key elements in establishing customer relationships.
4. Describe and apply five key steps in providing excellent customer satisfaction.
5. Apply principles of customer satisfaction to correctional industries challenges.

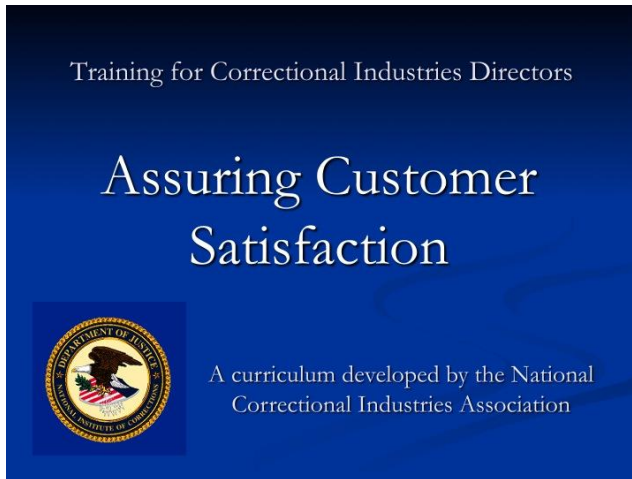
### **Equipment**

- Easel stand with flip chart
- Markers
- Laptop Computer
- Projection device (LCD)
- Screen

### **Materials**

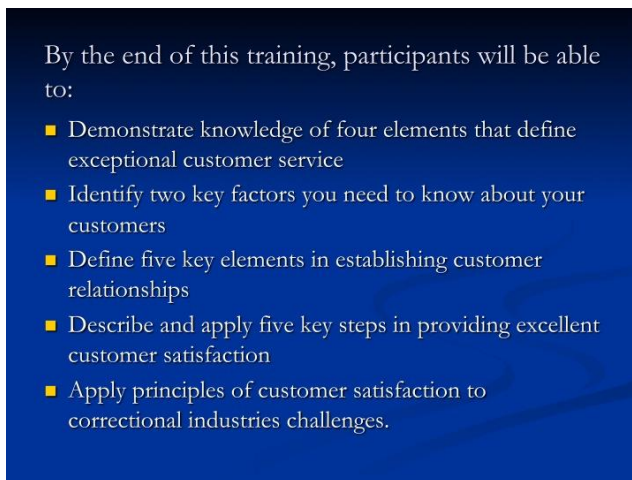
- PowerPoint presentation
- Video Clips (Hurt 2, Guillory 3, Miller 1, Hurt 4)
- Judgment Matrix Worksheet (as resource)
- SWOT Worksheet (as resource)

## LESSON



### PowerPoint 1

*"Quality in a service or product is not what you put into it.  
It is what the customer gets out of it" Peter Drucker*



### PowerPoint 2

#### Performance Objectives

**By the end of this training, participants will be able to:**

1. Demonstrate knowledge of four elements that define exceptional customer service.
2. Identify two key factors you need to know about your customers.
3. Define five key elements in establishing customer relationships.
4. Describe and apply five key steps in providing excellent customer satisfaction.
5. Apply principles of customer satisfaction to correctional industries challenges.



### **PowerPoint 3**

#### **Agenda Overview**

- Know Your Customer
- Develop and Maintain a Customer Relationship
- Engage Your Customer
- Provide Excellent Customer Service
- Produce Quality Products
- Ensure On-Time Deliveries
- Provide Competitive Pricing

#### **Exceptional Customer Satisfaction Defined**

Exceptional customer satisfaction involves exceeding customer expectations and anticipated future needs. It is where the standards and level of service received exceed what the customer could reasonably define as normal or expected.

Inghiller (2010) identified the four elements that generally guide customer satisfaction as “perfect product, caring delivery, timeliness and an effective problem resolution process.” Taking it a bit further we might say that the four elements of customer satisfaction are product quality, competitive pricing, on-time deliveries, and an effective problem resolution process.

## Assuring Customer Satisfaction

Providing Quality Product	Offering Competitive Pricing	Ensuring On-Time Deliveries	Supporting Problem Resolution Process

*Developing, supporting and maintaining  
strong relationship between organization and customer*  
Inghiller (2010)

### PowerPoint 4

#### Customer Satisfaction

- Providing Quality Product
- Offering Competitive Pricing
- Ensuring On-Time Deliveries
- Supporting Problem Resolution Process

None of this is achieved without a strong and ongoing relationship between the organization and the customer. Providing integrated processes and an overall strategy that both the organization and the customer can depend on will ensure the ease of doing business in the future. That relationship promotes an ongoing commitment to the organization and the mission. Customer satisfaction is an extension of other modules that we have studied including leadership and marketing.

Michael Hurt, CI Director from New York shared with us his view of excellent customer service.

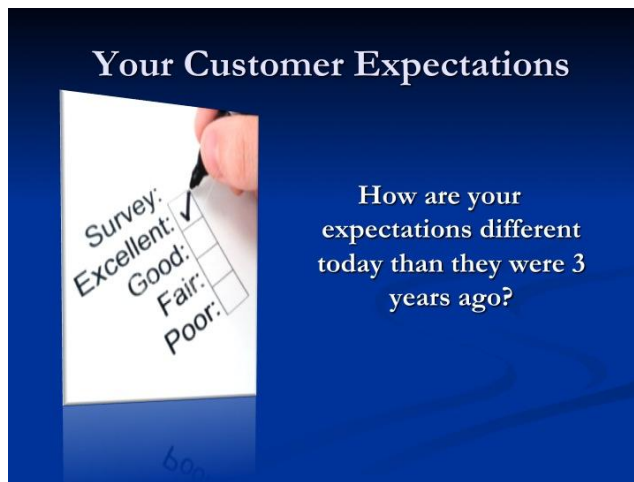


### PowerPoint 5

## **Knowing your customer**

As heard in the video, the core of excellent customer service is making sure the customer is satisfied which, in turn, emphasizes the need to know your customer. While customer satisfaction may be made more complicated depending on the environment and the economic time, a comprehensive understanding of who your customers are and what they want will overcome the most difficult challenges. Identifying key customers and key requirements is vital, knowing that one of the challenges in keeping pace with customer requirements is the impact of change.

We know that customer satisfaction is often hard to measure, as the standards for customer service rise with each initiative or innovation designed and implemented by leadership changes, competitors, economic climate, and by the support or concerns expressed in your community. What might have been acceptable three years ago might not be acceptable today.



### **PowerPoint 6**

#### **Your consumer expectations**

How are your expectations different today than they were 3 years ago?



Group discussion: Think of all the things you do during your daily life where you are the consumer. As a customer, how are your expectations different today than they were three to five years ago?

*Instructor will lead the discussion and ask co-trainer to record on the flipchart. Examples may include:*

- *Immediate electronic access to information and feedback*
- *Increased choices*



- *Little room for error*
- *Instant delivery*
- *Increased knowledge about product*

As a vendor and engaged partner, let's discuss some of the ways that you address those expectations that you have as a consumer and that your customers share. One way we can all agree upon is communication. How do we get the information about customers' expectations and needs?

### **Listening to your customer**

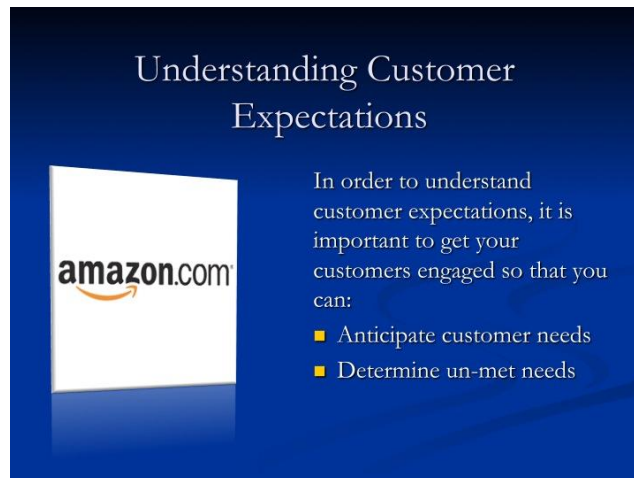
We need to ask effective questions and we need to listen: to really hear what is being said. Learn everything you can about your current and prospective customers so that you can exceed their expectations and anticipate their needs. Anticipating customer needs is critical in today's world and will continue to be vital for sustainability. Building relationships with customers means focusing more on listening than talking, listening rather than selling.

It is part of human nature that we like to be asked about what we need and want. We want to feel valued and know our opinions matter. Good customer service providers ask and implement. Exceptional customer service providers take that information and anticipate needs.

Let's hear what Anthony Miller, CI Director from PA has to say:



**PowerPoint 7**



#### **PowerPoint 8**

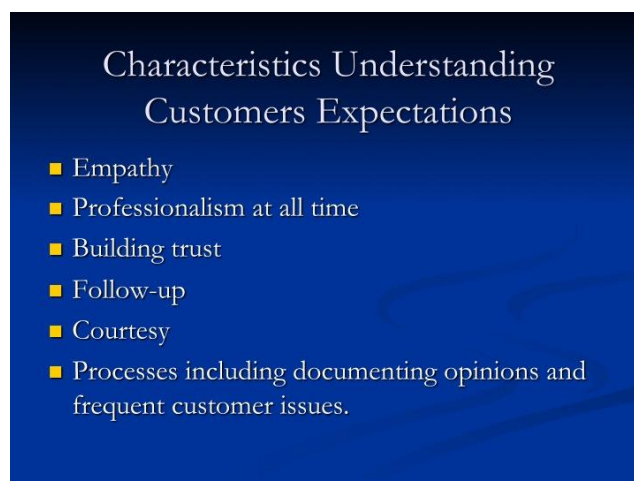
##### **Understanding customer expectations**

In order to understand customer expectations, it is important to get your customers engaged so that you can:

- Anticipate customer needs and
- Determine un-met needs.

Amazon is an example of anticipating customer's needs. Amazon offers you books based on your past experiences. With access to consumer data and purchasing history, and the promise (as well as practice) to not abuse information; service providers like Amazon expand and positively impact their bottom line.

Companies like this not only listen but provide additional information. Other characteristics that have been identified as vital to showing that you understand customer expectations, anticipate needs and determine un-met needs include:



#### **PowerPoint 9**

## Characteristics for Understanding Customer Expectations

- Empathy
- Professionalism at all times
- Building trust
- Follow-up
- Courtesy
- Processes including documenting opinions and frequent customer issues.



### Group Activity

Participants are asked to break into small groups of 4-6 in each group. Each group will need a recorder and someone to report out. If multiple flipcharts are available, it would be helpful.

(A) What do you consider as three major elements in providing excellent customer satisfaction from the perspective of knowing your customer; their identified and hidden needs as well as their expectations?

(B) How does customer service in Correctional Industries differ from that in the general business community? Should it differ from the general business community? How is it the same?



In debrief ask for very specific information from each group:

Three elements in providing customer service, one difference and/or one similarity.

Note: in the video clips, one director indicated there are no differences (Hurt 3) and one indicated considerable difference (Guillory 3). If time permits will show Guillory's clip at the end of activity.

## Group Activity

- (A) What do you consider as 3 major elements in providing excellent customer satisfaction from the perspective of knowing your customer; their identified and hidden needs as well as their expectations?
- (B) How does customer service in Correctional Industries differ from that in the general business community? Should it differ from the general business community? How is it the same?

### PowerPoint 10

#### Group Activity

##### Discuss in small groups

(A) What do you consider as three major elements in providing excellent customer satisfaction from the perspective of knowing your customer; their identified and hidden needs as well as their expectations?

Be prepared to share three elements in providing customer service

(B) How does customer service in Correctional Industries differ from that in the general business community? How is it the same?

Be prepared to share one difference and/or one similarity

#### Developing and Engaging a Customer Relationship

## Engaging the Customer

- Maintaining customer contact
- Building and maintaining customer loyalty
- Addressing customer opinions and complaints



### PowerPoint 11

## Engaging the Customer

- Maintaining customer contact
- Building and maintaining customer loyalty
- Addressing customer opinions and complaints

Three major themes come from the relationship information we have been discussing.



### PowerPoint 12

- How you sell is more important than what you sell.
- Share insights as well as discover needs
- Develop advocates

The Corporate Executive Board (EXBD) of Bloomberg Business conducted a survey of more than 5,000 individuals at its members' customer organizations to find out what makes them willing to (1) keep buying from that supplier, (2) buy even more over time and (3) advocate on that supplier's behalf across their organization. The results revealed some clear strategies for winning that kind of loyalty in a down economy (Bloomberg, 2009). This information included the following highlights:

1. How you sell it is more important than what you sell. Loyalty is not necessarily tied to just product quality, brand recognition, and service excellence. Those things matter, however, customers place significantly greater emphasis on satisfaction with the sales experience itself when committing to a particular supplier. This accounted for 53% of a customer's overall loyalty index.
2. It's not only about discovering needs, but also sharing insights. Customers place a higher value on suppliers who teach them something new about how to succeed. Some examples include new ways to reduce operating expenses, penetrate new markets and mitigate risk. Customers place less value on suppliers who simply identify the needs they already know they have.
3. Develop advocates. Suppliers who focus exclusively on the leaders of an organization without systematically building a strong network of customer

advocates within the organization will struggle to build customer loyalty. They will also face challenges in maintaining their relationship.

Customers want to feel they have a relationship, have the ability to make a connection, feel important and be included at higher levels in the process.

In Correctional Industries, this connection and advocacy includes times when the customer wants to know that they are part of the successful transition and reentry. They recognize their role in providing safety in the community and helping individuals. They want to know that they matter; their business and their opinions. They also need to know that they have an effective way to voice their opinions, their complaints and concerns and that all will be handled effectively and professionally.

Communication	
Needs	Through
■ Surveying customer opinions	■ Customer conferences
■ Anticipating customer complaints	■ Surveys (example: Survey Monkey)
■ Responding with vigorous honesty	■ Newsletters
	■ Blogs
	■ Online message boards
	■ Social media

### PowerPoint 13

#### Communication of Needs and Methods

- Surveying customer opinions
- Anticipating customer complaints
- Responding with vigorous honesty

#### Through

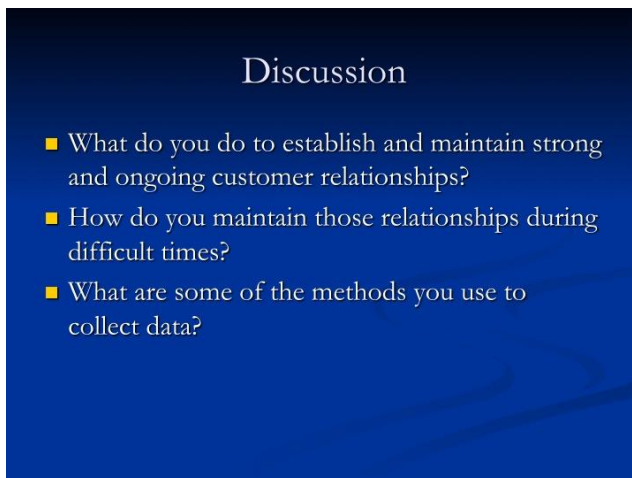
- Customer conferences
- Surveys (example: Survey Monkey)
- Newsletters
- Blogs
- Online message boards
- Social media



#### PowerPoint 14

Social media is one channel for customer service and while it should not be viewed a band-aid solution, it needs to be integrated into sound customer satisfaction processes. How can you do this?

- Monitoring your image and what people are saying and
- Monitoring your competitors and their social media input



#### PowerPoint 15

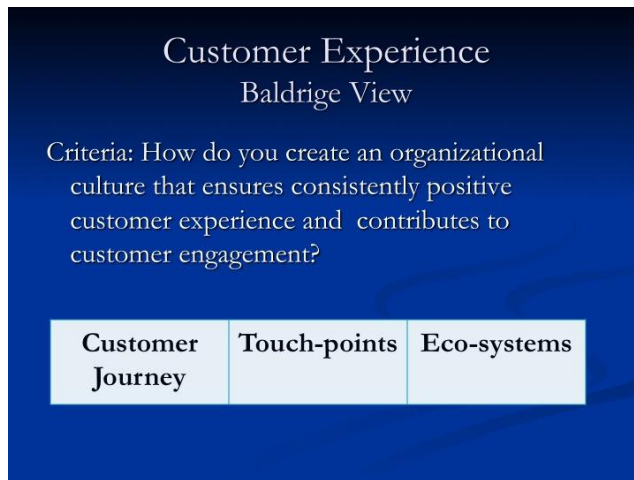


#### Activity

- What do you do to establish and maintain strong and ongoing customer relationships?
- How do you maintain those relationships during difficult times?
- What are some of the methods you use to collect data?

## **Operational Tasks for Excellent Customer Satisfaction**

Critical to fulfilling the expectations, meeting the needs and maintaining customers' relationships are the operational tasks that must take place throughout the entire organization. In the leadership module we introduced the practice of Systems Thinking, how each system is integral to the other. As an example let's look at a Baldrige view of the Customer Experience.



### **PowerPoint 16**

Criteria: How do you create an organizational culture that ensures consistently positive customer experience and contributes to customer engagement?

- Customer journey
- Touchpoints
- Ecosystems

### **2010 winner**

The Baldrige criteria is a process model and acknowledges that the starting point for any organization requires knowing what the customers of that process require---both at the macro level (knowledge of what your customers require of your organization) and at the micro level (knowledge of what customers require of each process). Helping the customer understand the systems, addressing their concerns, and implementing solid strategies is vital.

The Baldrige criteria asks: How do you create an organizational culture that ensures a consistently positive customer experience and contributes to customer engagement? One Baldrige winner has identified three layers of customer experience to consider (Richardson 2010):

1. Customer journey. The journey a customer takes with your organization from first contact to providing a product or service to supporting that product or service and extending the relationship with the customer.
2. Touchpoints. All of the points where the customer interacts with your organization.



3. Ecosystems. By Richardson's definition, the integrated ecosystems of products, software and services that offer more isolated touchpoints.

Richardson identifies customer service as a full fledged member of the marketing-sales-service trio. Such a view starts with setting expectations, moves on to selling and delivering the product in ways that suit the customer and extends superb support and clear, accurate billing.



#### **PowerPoint 17**

*Customer service acts as strategic catalyst for every organizational function and process that touches the customer. (Goodman 2009).*

It's not just about complaints. How those complaints are handled is a pivotal factor and requires having a single contact point while at the same time helping that POC navigate the impact of various systems and processes.

So if we go back to the beginning of this module for the process steps that define excellent customer satisfaction we are reminded of

- Providing Quality Product
- Offering Competitive Pricing
- Ensuring On-Time Deliveries
- Supporting Problem Resolution Process.

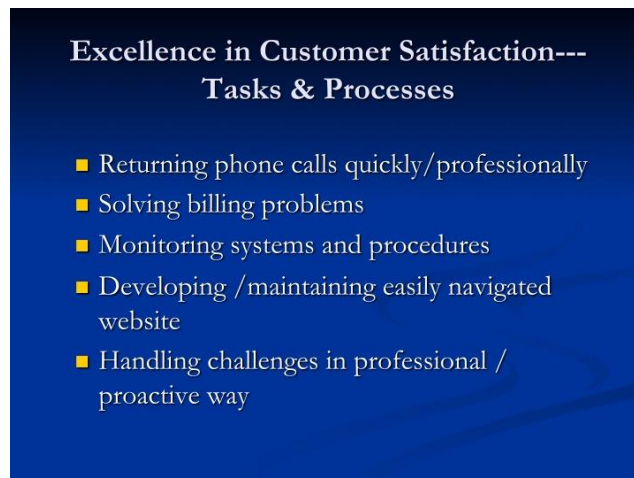
Some of the tasks and processes involved include consistently:



### **PowerPoint 18**

#### **Suggested Tasks and Processes**

- Establishing appropriate lead times and appropriate production planning
- Developing easy ordering process
- Reviewing critical orders
- Follow up on customer order
- Providing product support



### **PowerPoint 19**

#### **Excellence in Customer Satisfaction – Tasks and Processes**

- Return phone calls (and all messages) quickly and professionally
- Solving billing problems
- Monitoring systems and procedures
- Developing and maintaining easily navigated website and
- Handling challenges in a professional and proactive way.

No matter how many systems are put into place, there will be challenges. The following activity is designed to allow you to share some of your best practices, your leadership roles and styles as well as some problem solving strategies.

**Activity**

Divide into triads

- Address the challenges presented in assigned scenario
  - Focus on Impact and Relationship to Customer Satisfaction
- Discuss process for dealing with challenge
  - Best practices from your experiences
  - Possible tools and techniques you might use
- Report out ONE key action or task for each assigned scenario

### PowerPoint 20

Divide into triads

- Each triad will be asked to address the challenges presented in the assigned scenarios.
  - Focus on Impact and Relationship to Customer Satisfaction
- Discuss as a group process for dealing with challenge
  - Best practices from your experiences
  - Possible tools and techniques you might use
- Report out ONE key action or task for each assigned scenario



Triad Activity: (approximately 30 minutes)

Ask participants to self-select triads with the goal of working with individuals they do not know well in order to exchange problem-solving ideas. Depending on time available, each triad will be given one or two scenarios and asked to identify the process they would use to manage the situation. Copies of the Judgment Matrix, SWOT and other problem solving models that have been introduced in the training might be made available if participants choose to use them.

Role Play Scenarios:

1. Requests to correct product defects have increased by 80% in the last two years. While you have been able to correct the problems and have found the major source to be equipment related, you are now realizing that word of mouth among the customer community is causing a backlash.

2. The value chain of high quality product, priced right, delivered on time with an effective warranty process was well supported by all the members of your administration. You now have new leadership and they are demanding some streamlining that will affect the delivery and installation procedures.
3. You are tasked with designing a customer opinion survey and you are seeking input from your largest customer. How do you use this to strengthen your partnership and communicate your needs and concerns?
4. Competition with a state-operated printing business is causing issues as their new leadership has introduced an expanded and exciting marketing campaign. It is impacting your business. Your past knowledge doubts that they can deliver but your customers are calling you with questions as they decide whether to keep their business with you and take it to the state.
5. Legislation has just passed that allows you to go into a new market. You are excited but at the same time you have experienced budget cuts for staffing and existing staff is working to overcome those losses.
6. In the past year you have had three major issues with your installation and service crew and this last incident became the subject of the nightly news. You are getting anxious calls from your customer, how do you calm down their concerns?
7. Your facility has a thriving business with uniforms, polo and denim shirts and you have gotten feedback that your last three cycles/shipments have had some major quality issues.
8. A major breakdown of equipment at the facility will require substantial delays and unexpected costs.
9. Your supplier is unable to meet demands for raw materials and has asked for an extension. However, this extension will significantly impact your production and delivery of promised orders. The supplier has been long-term and stuck with you during tough times.
10. You have had major and ongoing disruption and lock downs during the past three months and it has significantly disrupted your production. Customers are demanding answers and ready to write new orders with a guarantee that the troubles are over.



Debrief the scenarios by asking each triad to identify one key task or action that they decided to use. Trainers can capture the items on flipcharts.

Customer Satisfaction is a complex and rewarding process. One of the benefits of being a participant in this training is that you will meet others and be able to share best practices. We also invite you to think of those things you do well. We asked several CI directors to respond to the following question:

If you were given an award for being a leader in Customer Satisfaction, what would have been the criteria used?

We would like to share one of those responses with you.



### **PowerPoint 21**

#### **Video Clip Hurt 4**



(If time permits invite 3-4 participants to share: What do you consider your top accomplishment in terms of customer satisfaction?)

### **Summary**

Customer Satisfaction includes all aspects of your business and therefore must receive attention from all members of your organization. Knowing your customer, listening to your customer in order to determine needs, developing a comprehensive strategy to meet those needs and following up to ensure satisfaction and develop loyalty are all critical parts of the process. The key elements of providing a quality product, competitive pricing, on-time deliveries and an effective problem resolution process will assure customer satisfaction at the highest level in the most challenging times.

## References

Corporate Executive Board (EXBD) Survey Results. 2009. *Retaining Customer Through The Downturn*. Bloomberg Business, February 27, 2009. [www.businessweek.com](http://www.businessweek.com)

Gluek, Jeffrey J., Peter Koudal, and Wim Vaessen. 2006. *The Service Revolution: Manufacturing's Missing Crown Jewel*. Deloitte Review. [www.Deloittreview.com](http://www.Deloittreview.com)

Goodman, J, A. 2009. *Strategic Customer Service: Managing The Customer Experience To Increase Positive Word Of Mouth, Build Loyalty, And Maximize Profits*. New York: AMACOM (Division of American Management Association).

Inghiller, Leonardo and Micah Solomon. 2010. *Exceptional Service, Exceptional Profit: The Secrets Of Building A Five-Star Customer Service Organization*. New York: AMACOM (Division of American Management Association).

Richardson, Adam. 2010. *Understanding Customer Experience*. Harvard Business Review, October 28, 2010. [www.baldrige.com](http://www.baldrige.com)



QUOTES possible to be used in training or to add to curriculum

- It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change. Charles Darwin
- Customers don't expect you to be perfect. They do expect you to fix things when they go wrong. Donald Porter, V.P. British Airways
- The more you engage with customers the clearer things become and the easier it is to determine what you should be doing. John Russell, President, Harley Davidson
- Being on par in terms of price and quality only gets you into the game. Service wins the game. Tony Allesandra
- You'll never have a product or price advantage again. They can be easily duplicated, but a strong customer service culture can't be copied. Jerry Fritz
- In the world of Internet Customer Service, it's important to remember your competitor is only one mouse click away. Doug Warner
- We see our customers as invited guests to a party, and we are the hosts. It's our job every day to make every important aspect of the customer experience a little bit better. Jeff Bezos, CEO Amazon.com

- Customers don't always know what they want. The decline in coffee-drinking was due to the fact that most of the coffee people bought was stale and they weren't enjoying it. Once they tasted ours and experienced what we call "the third place".. a gathering place between home and work where they were treated with respect.. they found we were filling a need they didn't know they had. Howard Schultz, Chairman and CEO Starbucks
- Our mission statement about treating people with respect and dignity is not just words but a creed we live by every day. You can't expect your employees to exceed the expectations of your customers if you don't exceed the employees' expectations of management. Howard Schultz, CEO Starbucks Coffee
- Under promise and over deliver. Toby Bloomberg
- Your customer doesn't care how much you know until they know how much you care. Damon Richards
- If you make customers unhappy in the physical world, they might each tell 6 friends. If you make customers unhappy on the Internet, they can each tell 6,000 friends. Jeff Bezos
- There are no traffic jams along the extra mile. Roger Staubach

*NOTE TO TEAM:*

*Add models of Customer Satisfaction in Correctional Industries:*

*Georgia Digital Communications*

*TN Center for Performance Excellence*

## Developing An Offender Workforce

Time	Minutes	Presenter	Assist	Topic	Style	References/ Aids
1:30 - 1:40	10	Trainer 1	Trainer 2	Introduction - Learning Objectives	Lecture-Video	1-5
1:40 - 1:50	10	Trainer 2	Trainer 1	OWDS / Theorists	Lecture /Discussion	6-8
1:50 - 2:05	15	Trainer 2	Trainer 1	Systems Approach – Process	Lecture	9-12
2:05 - 2:30	25	Trainer 1	Trainer 2	Group Activity	Activity	13
2:30 - 2:45	15			Break		
2:45 - 3:00	15	Trainer 1	Trainer 2	Marketable Skills – SCANS – Work Ethic	Lecture / Discussion	14-15
3:00 - 3:15	15	Trainer 2	Trainer 1	Communication – Evaluation	Lecture	16-17
3:15 - 3:40	25	Trainer 2	Trainer 1	Group Activity	Activity	18
3:40 - 3:55	15	Trainer 1	Trainer 2	Programs (Apprenticeship)	Lecture / Discussion	19-21
3:55 - 4:10	15	Trainer 1	Trainer 2	Successful Reentry	Lecture / Discussion	22-24
4:10 - 4:15	5	Trainer 2	Trainer 1	Closure/Personal Commitment	Lecture	25
Total	150					





**Curriculum:** Correctional Industries Director Training  
**Module:** Developing an Offender Workforce  
**Estimated time required:** Classroom 2.5 hours

### **Summary and Rationale**

More than a decade ago, offender reentry gained visibility as an important policy issue. Programs and comprehensive strategies were developed and enhanced to promote the successful reintegration of offenders into the workplace community. The focus on jobs moved to include the concept of career development. The identification of worker skills expanded to include transferable skills as well as life skills. Providing a real world experience within Correctional Industries moved to the forefront of reentry.

Two of the modules in this training focus on this reentry process from the perspective of the offender workforce. This module, *Developing An Offender Workforce*, focuses on the individual and introduces the process from recruitment through selection and participation in specific programs. The *Reentry Resources* module identifies marketable skills as well as soft skills including work ethic. Both modules focus on partnerships with major stakeholders. And all of the courses support the leadership qualities introduced in the *Dynamic Leadership* module. The process of moving a person from their past criminal behavior to a future role as a workforce participant through developmental activities and tasks require a demonstration of leadership and systems thinking. Participants will have an opportunity to identify their individual values regarding work as well as share their current practices and future goals as they lead the charge for effective development of an Offender Workforce and run a successful business.

### **Performance Objectives**

***By the end of this training, participants will be able to:***

- Demonstrate an understanding of the relationship between Career Development and Workforce Development through identification of the value of work in individual lives.
- Identify three foundational tasks needed for development of an effective workforce including development of an offender organizational structure, recruitment of a wide range of offenders and development of an effective selection process.
- Describe resources and examples for identifying and developing marketable skills.
- Identify a method of communication of work expectations and workforce evaluation for a blended workforce.
- Describe examples of programs supporting the move of offender workforce development to real world employment including partnering with offender support services, development of incentive programs and implementation of certification and licensure programs.
- Discuss ways to encourage offender ownership and celebrate successful reentry.

## **Equipment**

- Easel stand with flip chart
- Markers
- Laptop Computer
- Projection device (LCD)
- Screen

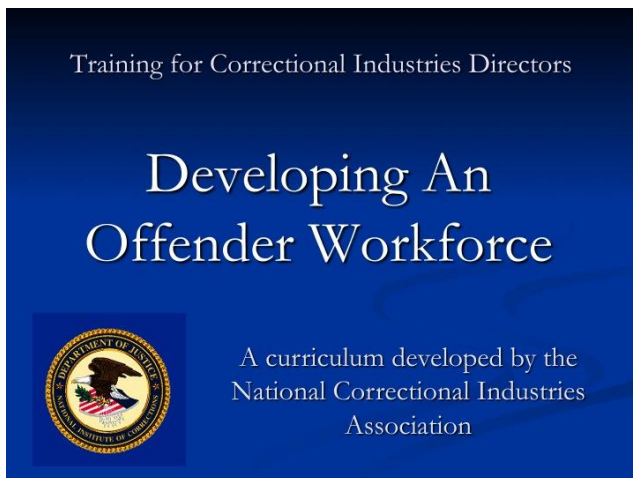
## **Materials**

- PowerPoint presentation
- Video Clips (Perry 2, Banks 3 and Evans 3)
- OWDS Competencies
- Job Analysis chart
- Occupational Work Ethic Inventory (OWEI)
- Secretary's Commission on Achieving Necessary Skills (SCANS)
- PEN Products brochures (Apprenticeship, Placement and Code of Conduct)
- TRICOR video

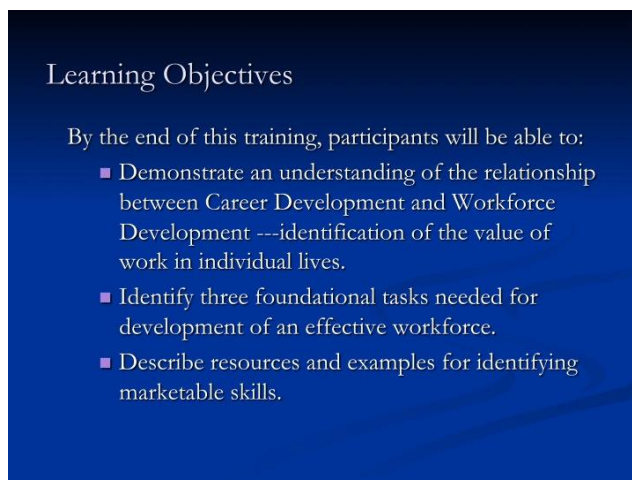


It may be helpful at various points to let participants know that much of the content is intended as resource material. Due to limited time, however, we deemed the information important for them to have for reference.

## LESSON



### PowerPoint 1



### PowerPoint 2

#### Learning Objectives

- Demonstrate an understanding of the relationship between Career Development and Workforce Development---identification of the value of work in individual lives.
- Identify three foundational tasks needed for development of an effective workforce.
- Describe resources and examples for identifying marketable skills.

## Learning Objectives continued

By the end of this training, participants will be able to:

- Identify a method of communication of work expectations and workforce evaluation for a blended workforce.
- List examples of partnering with offender support services, development of incentive programs and implementation of certification and licensure.
- Discuss ways to encourage offender ownership and celebrate successful reentry.

### PowerPoint 3

#### Learning Objectives continued

- Identify a method of communication of work expectations and workforce evaluation for a blended workforce.
- List examples of partnering with offender support services, development of incentive programs and implementation of certification and licensure programs.
- Discuss ways to encourage offender ownership and celebrate successful reentry.

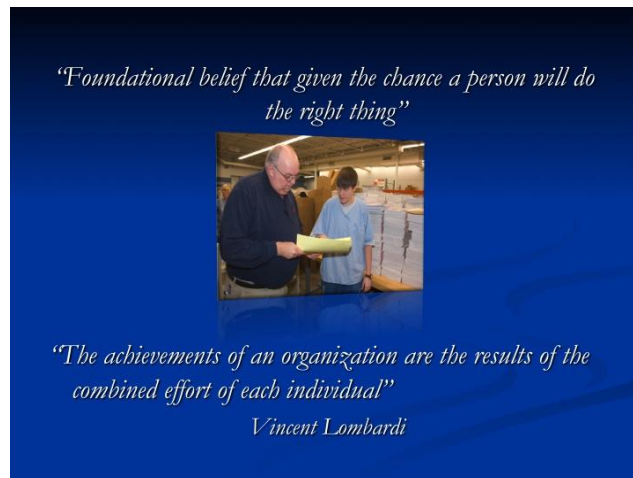
## CI at the Heart of Reentry



### PowerPoint 4

#### CI at the Heart of Reentry

Correctional Industries is the keystone to reentry



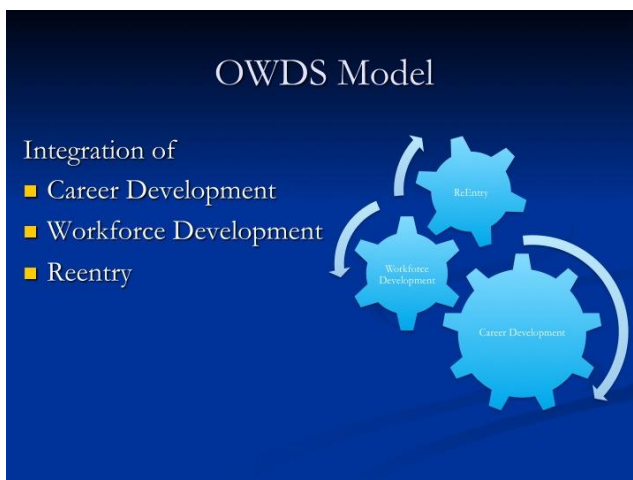
## PowerPoint 5

### Quotes

*“Foundational belief that given the chance a person will do the right thing”*

In order to do the right thing, from a workforce perspective, there is often a great deal of learning that needs to take place. Correctional Industries offers a system that promotes the learning and development of skills, values, behaviors and motivation for making changes in one’s life and transitioning successfully back to the community. This requires a collaborative effort that involves many steps and many players.

*“The achievements of an organization are the results of the combined effort of each individual” Vincent Lombardi*



## PowerPoint 6

### OWDS Model

- Career Development
- Workforce Development
- Reentry

One example of a collaboration was the development of a certificate program through the National Institute of Corrections, the National Career Development Association and the Center for Credentialing and Education. The Offender Workforce Development Specialist (OWDS) training is now in its 11<sup>th</sup> year and has successfully brought together correctional agencies, community and faith based organizations, businesses and numerous reentry partners, including a team of Correctional Industry leaders.



*Instructor asks:*

*Who here has participated in the OWDS training?*

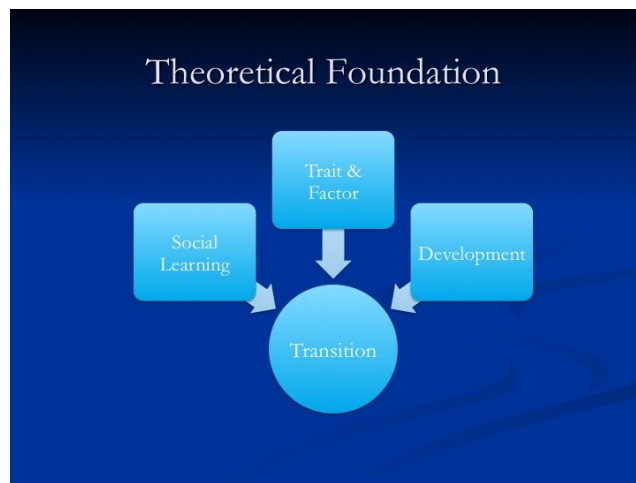
*Who here has an OWDS as a member of their staff?*

*Who here works with partnering agencies that have an OWDS on their staff?*

In the OWDS training, career theory provides a foundation for understanding how broadening the definition of work to individual interests and values adds to the overall engagement of the workforce leading to increased productivity. OWDS graduates are provided with tools and career assessments used to identify interests and develop skills. Participants are given tools for identification, elimination and management of barriers. The OWDS training focuses on interventions and action planning, employability and individual responsibility. There is a focus on the relationship between career development for an individual and workforce development within an organization. The training requires demonstrated skills by addressing 11 competencies recognized as vital for working with diverse clients and programs. (Note: the appendix contains a list of the 11 OWDS competencies)

The OWDS curriculum broadens awareness of what it means to be successful in the workplace and in society from the initial assessment phase to action planning and retention. The focus on “meaningful work” for individuals as contributors to the workplace and to the community is inherent in the program. The integration of the OWDS concepts to the work of correctional industries in making people productive “inside” as well as “outside” provides a solid framework.

## Career Development Theory



### PowerPoint 7

#### Theoretical Foundation

- Trait and Factor
- Development
- Social Learning
- Transition

Beginning with a theoretical approach the OWDS training focuses on four theorists, each has a role in the development of the offender workforce because each deals with the individual, their engagement in development, interests, transition and learning styles. The theories mirror the process the individual faces before, during and after their time in the criminal justice system, including the ability to make changes in the way they see themselves as they embrace new values and new skills.

#### Trait and Factor Theory: John Holland

The Trait Factor Theory focuses on matching an individual's interests to occupational clusters. These clusters are identified as the RIASEC code: Realistic, Investigative, Artist, Social, Enterprising, and Conventional. Supported by ongoing research and field validation, the Holland Code continues to be the primary tool for matching people and jobs. This code is used in the O'Net Interest Profile introduced in the Reentry Resources module.

#### Development Theory: Donald Super

This Development Theory addresses Life-Span stages and Life Roles development. It also incorporates the concept that people continue to develop and change throughout their lives and that the impact of multiple roles needs to be addressed. It also introduces the self-concept and the development of life skills for career maturity.



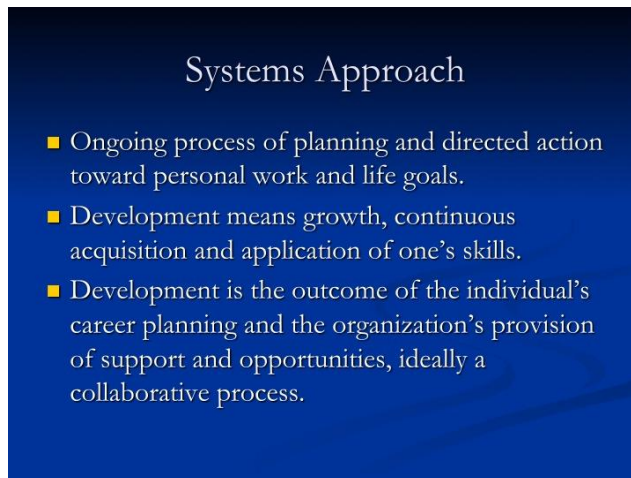
### **Social Learning Theory: Donald Krumboltz**

The Learning Theory discusses the impact of role models and reinforcement for behaviors as the basis for learning. It introduces the concept of instrumental learning and associative learning as key elements in personal and professional development.

### **Transition Theory: Nancy Schlossberg**

This example of a Transition Theory uses a 4 step concept. Individuals are introduced to a process that involves awareness of Self, identification of their Situation, and clarification of their Support system in order to develop a transition Strategy. These steps can be addressed in a variety of activities and provides a concrete framework for development while in a structured program as well as during a reentry transition.

All of these theories are intended to demonstrate the integration of individual development with the process of development as defined in the organizational systems.



### **PowerPoint 8**

#### **Systems Approach**

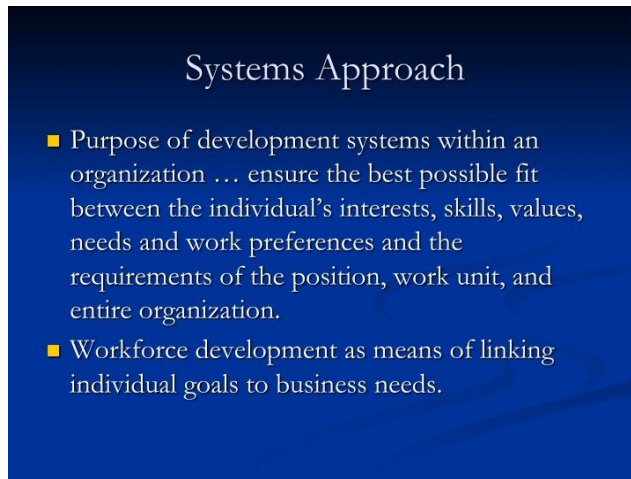
- Ongoing process of planning and directed action toward personal work and life goals.
- Development means growth, continuous acquisition and application of one's skills.
- Development is the outcome of individual career planning and the organization's provision of support and opportunities, ideally a collaborative process.

#### **Workforce Development as Systems Approach**

Another example of how Career Development and Workforce Development comes together is from a professional practice committee of the American Society for Training and Development (ASTD).

Simonsen (1994) offers a definition of career development which incorporates a systems approach and can be adapted effectively to a workforce development focus.

Workforce development is an ongoing process of planning and directed action toward personal work and life goals. Development means growth, continuous acquisition and application of one's skills. Development is the outcome of the individual's career planning and the organization's provision of support and opportunities, ideally a collaborative process.



#### **PowerPoint 9**

#### **Systems Approach**

- Purpose....to ensure the best possible fit between individual's interests, skills, values, needs and work preferences and the requirements of the position, work unit and organization
- Workforce development links individual goals to business needs.

The purpose of development systems within an organization is to ensure the best possible fit between the individual's interests, skills, values, needs and work preferences and the requirements of the position, work unit, and entire organization. Increasingly, organizations are viewing workforce development as a means of linking individual goals to business needs.

Individual career development and organizational workforce development are thereby linked together in a systems design. Peggy Simonsen in her book, *Promoting a Development Culture in your Organization*, identifies Eight Steps in Career Development Design for organizations. These steps can easily be translated to Workforce Development for Correctional Industries.



## PowerPoint 10

### Steps in Workforce Development Design

- Identify the organization's and the individual's needs
- Envision desirable outcomes
- Get buy-in from stakeholders
- Determine design elements and the process
- Design components
- Communicate and educate
- Implement the process
- Evaluate and keep the process alive

**Identify the organization's and the individual's needs**....identify the needs, perceived needs, and levels of awareness, understanding or expectations for the both the individual and the organization.

**Envision desirable outcomes**...what will the organization look like with a well developed workforce? What behaviors will be evident?

**Get buy-in from stakeholders (including offenders)**....identify those who support you and those who resist your efforts. Identify those stakeholders who will provide additional skills, training and certification for your workers...partners in the reentry process.

**Determine design elements and the process**....identify policy issues, training opportunities, business needs and program resources.

**Design components**...how will you ensure that your workforce development processes are meeting organizational needs and realities? What roles will managers, supervisors, shop foreman and others play?

**Communicate and educate**...how will you assess and communicate the competencies that are needed? What are the avenues of communication and feedback for work being done, skills being strengthened and remedial training if needed?

**Implement the process...** how will any changes in your workforce development structure be implemented? Implementation of skills development, training, on-the-job experiences, cross-training and stretching to new levels involves action.

**Evaluate and keep the process alive** ... having an evaluation system that offers meaningful feedback and opportunities to keep working towards the ultimate goal of successful technical and life skills mastery.

Implementing this development process design begins with the needs of the individual as well as the needs of the organization. Organizational tasks include developing an offender organizational structure, recruitment of a wide range of offenders, and implementing a selection process.

Implementing Design



- Developing an offender organizational structure
- Recruiting a wide range of offenders
- Implementing a selection process

#### PowerPoint 11

#### Implementing Design

- Developing an offender organizational structure
- Recruiting a wide range of offenders
- Implementing a selection process

The development of an offender organizational structure requires an effective job classification process as well as identification of skill sets and advancement opportunities.

Included in the foundational task of the recruitment and selection process are inmate applications, appropriate job descriptions, and placement interviews.

## Activity

In teams of 4 discuss highlights and challenges regarding your

- Organizational structure
- Recruitment, selection and placement process

Focus and be prepared to present:

- Tools, techniques, skills and strategies you use to develop your process (Identify 2)

### PowerPoint 12

In teams of 4 discuss highlights and challenges regarding your

- Organizational structure
- Recruitment, selection and placement process

Focus and be prepared to present:

- Tools, techniques, skills and strategies you use to develop your process (Identify 2)



Group activity: divide into groups of 4 to discuss the process used in their organizational structure, recruitment, selection and placement process.



Teams of four debrief by sharing tools, techniques, skills and strategy. The following discussion questions might also be asked as each team debriefs (if time permits).

Discuss:

1. Your individual role and the tasks involved (policy, individual input etc)
2. What are some challenges you have faced?

Recorder to highlight two major points to share with large group. (Use flipchart paper to record major points)

Instructor note: Examples that might be shared as resources include Washington State and North Carolina policy papers, PEN Products Code of Conduct



### **PowerPoint 13**

#### Identification and Development of Marketable Skills

##### Reentry Resources module

- Transferable skills
- Soft skills

##### SCANS

- Define skills needed for employment
- Prepare acceptable levels of proficiency
- Suggest effective ways to assess proficiency
- Develop dissemination strategy

The Resource Reentry portion of this training introduces skills in terms of transferable skills and soft skills needed in the workplace.

One additional resource helpful in identifying marketable skills is from the Secretary's Commission on Achieving Necessary Skills known as SCANS.

### **SCANS**

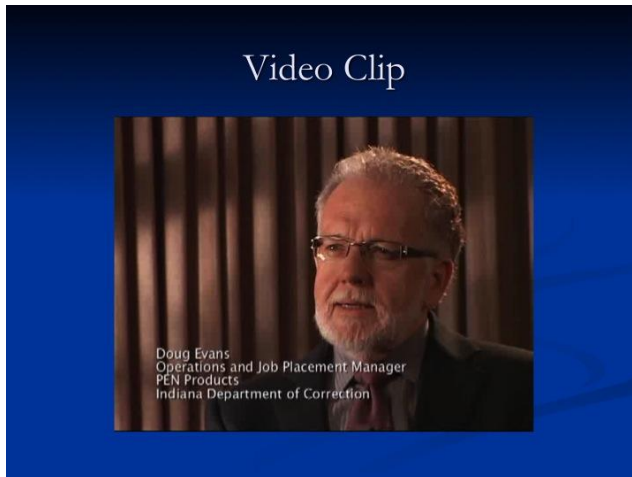
The Secretary's Commission on Achieving Necessary Skills (SCANS) information can be found in the Resources at the end of this module and may be useful when determining skills sets needed depending on the business units in Correctional Industries. The key is to recognize that while the framework may remain the same, the skill sets of the future may be quite different and will be dependent on the best practices of the individual industry.

### **21<sup>st</sup> Century Skills including Work Ethic**

Recently, a group of leaders were informally asked to identify 21<sup>st</sup> century skills. They mentioned IT knowledge and the soft skills of being on time, solving problems and participating in a team. They went on to say that skills building includes process, teamwork, function effectively in an employee role, earning a wage and being a citizen of

the community. They then began talking about the role of a work ethic and how the work ethic was demonstrated through many of the soft skills.

*“My definition of work ethics is: getting to work on time, being self-directed, having initiative, have a positive attitude with your fellow workers and the customer, performed high quality work, not being a clock watcher and most of all knowing how to be loyal to the company, and the people you work with.” (unknown)*



#### PowerPoint 14



Instructor Note: .....Optional Discussion Question.....Share with us what you do to instill a positive work ethic in the offenders you work with.



#### PowerPoint 15

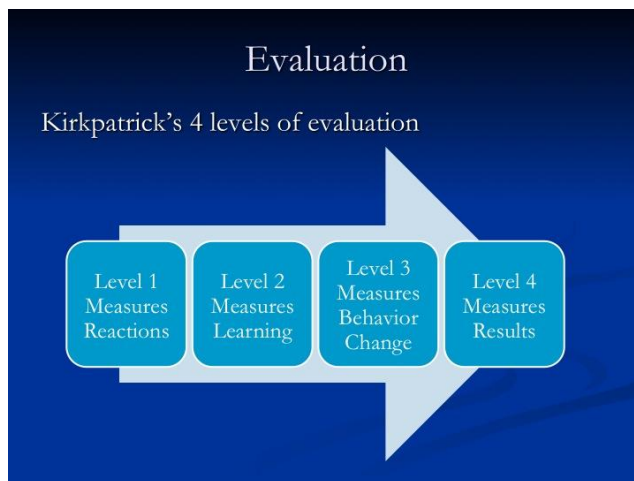
##### Communication

- Communication of Work Expectations
- Workforce Evaluation



A large part of a manager and supervisor's role in workforce development is communication. Management must relay the business needs and direction to the workforce and communicate effectively how department goals and plans will contribute to the overall strategic plan. Doing so will assist workforce members in developing and implementing appropriate individual and workplace goals.

In a development culture, managers are coaches and build respect out of leadership rather than out of fear. Workers need a leader who will provide support and structure through a clear message of expectations and tasks. Organizations who fail to communicate their vision and mission to the ranks of those implementing them through daily tasks run the risk of ultimately failing in their business efforts.



## PowerPoint 16

### Evaluation

Kirkpatrick's 4 levels of evaluation

- Level 1 Measures Reactions
- Level 2 Measures Learning
- Level 3 Measures Behavior Change
- Level 4 Measures Results

### Evaluation

An example of an evaluation process, used in both OWDS and in corporate training is the Kirkpatrick's 4 levels of evaluation. This model proposes that evaluation may take place at four different levels as follows:

- *Level 1 Measures Reactions:* measures how participants feel about or evaluate the services or training, including feedback they may want to provide about how it could be improved. This is typically the easiest to collect since it can be done through conversations, questionnaires, surveys or in focus groups. It can also be used to measure reactions to production changes, introduction of new equipment or a learning situation.



- *Level 2 Measures Learning*— measures participants' increase in skills or knowledge as a result of the service or training. This level requires an established baseline and a method for capturing the learning after a training, or a production change or the learning of new skill sets.
- *Level 3 Measures Behavior Change* – measures participants' behavior change as a result of the service or training. This phase of the evaluation may be administered after a period of time (ex: 3 months) and evaluation techniques may include pre-post surveys, observations, or other established methods.
- *Level 4 Measures Results*— measures results that accrue to the organization(s) that funded or sponsored the service or training. This is often the tie-in between the individual's development and bottom-line measures for the organization in terms of productivity, team enhancement and advancement opportunities.

**Activity**

In triads, each person address questions:

1. How do you communicate your operational mission, goals, values and expectations?
2. What are some of the communication challenges you currently face? If the offenders in your workforce were asked this question, what challenges would they identify?
3. What are some evaluation methods you currently use?

## PowerPoint 17

### Group Activity

#### Discuss in triads

1. How do you communicate your operational mission, goals, values and expectations?
2. What are some of the communication challenges you currently face? If the offenders in your workforce were asked this question, what challenges would they identify?
3. What are some evaluation methods you currently use?

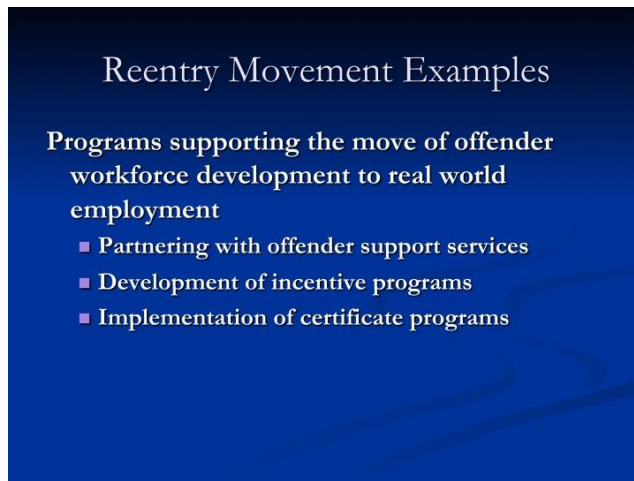


Select two individuals who you do not work with on a daily basis. Each person will select one of above questions so that all three questions are addressed in the triad.

Each person in the triad will be given an index card and asked to jot down any notes on what they are hearing from other members.



Instructor may debrief with a few selected responses and tie activity into the final “personal commitment” statement to be made at the conclusion of the module.



#### **PowerPoint 18**

#### **Reentry movement**

Programs supporting the move of offender workforce development to real world employment

- Partnering with offender support services
- Development of incentive programs
- Implementation of certificate programs

Before we ask you to share some of the successes you have with partners and with programs, we want to share two successful models of how apprenticeship programs have worked for Missouri Vocational Enterprises and PEN Products in Indianapolis.



## **PowerPoint 19**

### **Apprenticeship**

- Department of Labor
- Industry-driven training program
- Apprenticeship standards

### **Apprenticeship Programs**

Registered apprenticeship is a voluntary, industry-driven training program that is nationally recognized by the U.S. Department of Labor. Programs can be implemented by employer or employer associations. An employer or group of employers design, organize, manage, and finance a program under a set of apprenticeship standards, which includes occupational-specific, on-the-job training and related (classroom) training requirements, and operating procedures for the program.

The Office of Apprenticeship provides technical assistance services, at no cost, throughout the life of the program.

The Apprenticeship Completion Certificate from the U.S. Department of Labor is the key to helping industry recognize that an ex-offender has employable skills.

Provides recognition locally, statewide, and nationally for successful completion of the program; portable credentials (Certificate).

### **Missouri Vocational Enterprise's (MVE) Apprenticeship Program**

Missouri Vocational Enterprise's (MVE) Apprenticeship Program is a hybrid, which allows both hands-on training and related classroom instruction to occur simultaneously. The benefits address: maintenance of minimum staff, security concerns, movement of offender workforce both within the institution and between institutions in the state of Missouri.

MVE's example includes several major points:

- Apprenticeship is a voluntary training program and is industry driven.
- Supervised/instructed by qualified factory line supervisors
- Related (classroom) instruction
- Performance/Competency Based
- Pay scale in accordance with correctional industry guidelines
- Over 940 approved occupations

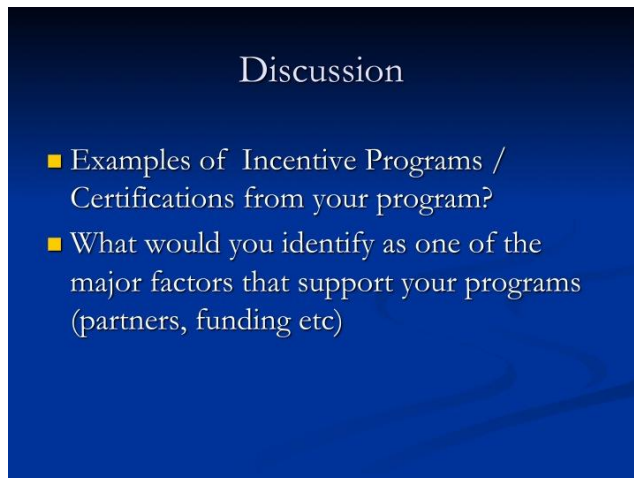
### **PEN Products Apprenticeship Program**

The PEN Products Registered Apprenticeship program is an industry-driven training program provided by the Indiana Department of Correction through PEN Products, with the support of the U.S. Department of Labor. In the PEN Apprenticeship program everyone participating in a registered CI program enters into an Apprenticeship Agreement. The on-the-job component consists of a minimum of 2,000 hours of structured, supervised training. The specifics of each trade are outlined in the work process and provided to the Apprentice when registering. During the program, the supervisor reviews, evaluates and maintains records relating to job performance. Wages are set on a progressive wage scale with increases determined by overall work performance. Related instruction is a required component and supplements the OJT training. It may take place in a classroom or through various forms of self study. Apprenticeship leads the offender into the Job Placement program.

(PEN Products Apprenticeship and Job Placement brochures available as resources)

***General information Department of Labor Office of Apprenticeship:***

**<http://www.doleta.gov/OA/>**



### **PowerPoint 20**

#### **Discussion**

- Examples of Incentive Programs/Certifications from your program
- What would you identify as one of the major factors that support your programs?



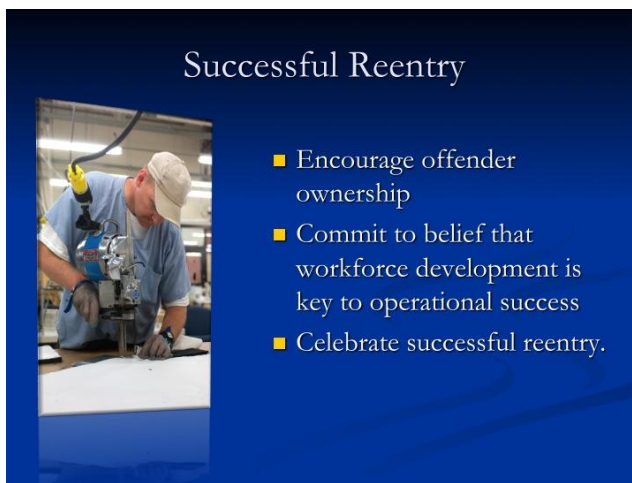
Group Discussion: Ask participants to share examples of incentive programs and/or certifications from their facilities.

Focus on the question of “what are you doing to mirror the outside world?”

Select 3-4 depending on time. After each example, instructors ask.....

What would you identify as one of the major factors that support your programs.

Instructor to record these major factors on flipchart.

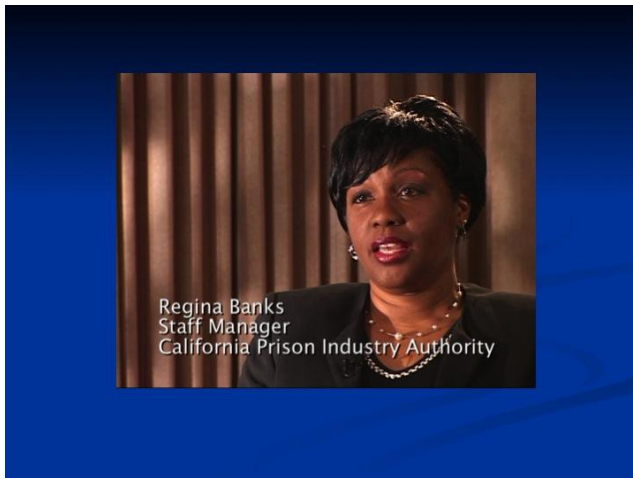


## PowerPoint 21

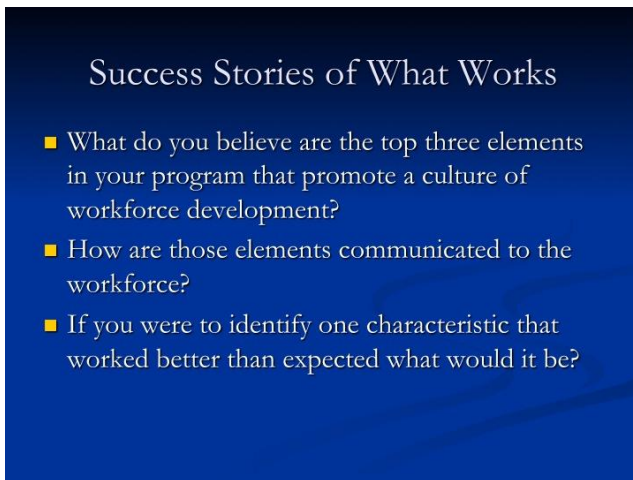
### Successful Reentry

- Encourage offender ownership
- Commit to belief that workforce development is key to operational success
- Celebrate successful reentry.

Each step of the Workforce Development process is vital to the successful reentry of the offender.



## PowerPoint 22



## PowerPoint 23

### Success Stories of What Works

- Top 3 elements in your program that promote a culture of workforce development.
- How are these communicated to workforce?
- What ONE characteristic worked better than expected?



Instructor Note: Group discussion of “success stories” in large group or in small groups if time permits or individuals have been reluctant to share.



1. What do you believe were the top three elements in your program that promoted a culture of workforce development?
2. How were those factors communicated to the workforce?
3. If you were to identify one characteristic that worked better than expected what would it be? WOW factor

Be prepared to share this with the large group.



#### **PowerPoint 24**

#### **Personal Commitment**

“One method or technique for communicating workforce expectations or providing workforce evaluation you might incorporate after this training”



Instructor may ask for a few participants to share their thoughts.

#### **Summary**

Each of us has a role in the success of the individuals in the Correctional Industries workforce. Their engagement and success is directly related to the success of the business and productivity. Some of the tasks needed in that role are policy driven, some are driven by the products or services delivered and some are as a result of business practices.

However, at the heart is the promotion of a culture of development within the organization focusing on the integration of individual work values, work ethic, work pride and the operational functions of running a successful business. A learning organization helps individuals achieve skills, self-concept and a positive work ethic.

Those individuals can in turn support the enterprise that offers them those opportunities.

*If a man is called a streetsweeper, he should sweep streets even as Michelangelo painted,*

*or Beethoven composed music, or Shakespeare wrote poetry. He should sweep streets so well that all the hosts of heaven and Earth will pause to say, Here lived a great streetsweeper who did his job well. ~Martin Luther King, Jr.*

## References

*Apprenticeships: Creating Portable Certifications that Link Skills learned in Correctional Industries to Employment and the Reentry Process.* Susan May, Apprenticeship Coordinator for MVE; Elisa Gallegos, Office of Apprenticeship, US DOL and Scott Anders, US Probation Office, Eastern Missouri.

Holland, J. L. 1997. *Making vocational choices: A theory of vocational personalities and work environments* (3<sup>rd</sup> ed.). Odessa, FL: Psychological Assessment Resources.

NIC Document: *Creating a Workforce Development Culture to Reduce Reincarceration.* September 2009

Simonsen, Peggy. 1997. *Promoting a development culture in your organization: Using career development as a change agent.* Davies-Black Publishing.

United States Department of Justice. 2002. *Prison Industry Enhancement Certificate Program.* NCJ 193772.

United States Department of Labor. 2000. *SCANS Report: What work requires of schools.* Washington, D.C.: U.S. Government Printing. Secretary's Commission on Achieving Necessary Skills (SCANS) Complete report including definitions of skills and job classifications <http://wdr.doleta.gov/SCANS/whatwork>

United States Department of Labor. *Occupational outlook quarterly.* Washington, DC: U.S. Government Printing Office.

United States Department of Labor. 1987. *Standard industrial classification manual.* Washington, DC: U.S. Government Printing Office.

Occupational Work Ethic Inventory (OWEI) available at no cost on <http://www.coe.uga.edu/~rhill/workethic>



## APPENDIX

### DESCRIPTION OF OWDS COMPETENCIES

**Career Theory** – Thorough knowledge of four career theories that may be used to assist offenders with job choice, career planning, and transition.

**Facilitation Skills** –Communication skills – such as attending, listening, reflecting, encouraging, and questioning – which may be utilized to create an environment to efficiently and effectively assist offenders with job placement and career planning.

**Diversity** – Knowledge of the identifiable differences between and among members of various groups that may affect an individual's career choices.

**Assessment** – Knowledge of various assessment tools, techniques and applications. Skills to administer and interpret self-help instruments for use with offenders.

**Instruction and Group Facilitation** – Skills for providing group instruction and facilitation of activities and interactive exercises.

**Barriers** – Knowledge of barriers that are characteristic of offenders upon transition to the community and skills to identify ways to remove and/or minimize identified barriers.

**Transition and Interventions** – Knowledge of and development of interventions that may be used with offenders as they transition to full or part-time employment, including the development of goals and action plans.

**Retention** – Knowledge of the importance of job retention as a primary factor in reduced recidivism and identification of interventions with potential to improve offender job retention and teach these skills to offenders.

**Ethics** – Knowing and abiding by the CDF code of ethics, including recognizing appropriate role boundaries related to training and scope of practice

**Job Seeking and Employability** – Knowledge of access to labor market information, pre- employment preparation, job search, and job retention and how to teach these skills to offenders.

**Career Information and Technology** – Knowledge of and ability to locate occupational and educational information available, in print and on Internet, and application of this information to assist offenders with job placement and career planning.

**Design & Implementing Training and Workforce Development Services**– Knowledge of the basic principles of program planning and implementation – including evaluation, promotion, and public relations – and skills to apply this knowledge to the development and delivery of broad- based programs for offender populations and training of professionals in career facilitation skills

## **JOB ANALYSIS**

Used in training for One-Stop Career Centers and by Job Classification Committees

A process used to take a detailed look at a job to determine what is required.

- Duties and tasks
- Skills and competencies
- Knowledge and experience
- Attributes and attitudes
- Tools and resources

Individual analysis may involve

- Studying job descriptions
- Interviewing employees doing the job
- Interviewing the supervisor of the job
- Observing the tasks being performed
- Analyzing the needed skills

Job analysis can concentrate on functional areas rather than specific job titles. A functional area encompasses information relative across the board for individuals performing like duties and tasks.

## Positive Work Ethics Assessment

### Part A

Instructions: Please match the phrase with the correct work ethic trait being used.

#### Phrase

- \_\_\_\_\_ 1. Tony always appears to be self-confident.
- \_\_\_\_\_ 2. Kim is prepared for work.
- \_\_\_\_\_ 3. Rasheeda displays a customer service attitude.
- \_\_\_\_\_ 4. Jasmine demonstrates flexibility in adapting to change.
- \_\_\_\_\_ 5. Cedric displays a high level of effort and commitment to performing and completing work.
- \_\_\_\_\_ 6. Everyday Justin stays on task and utilizes time constructively.
- \_\_\_\_\_ 7. Darius always listens attentively to others.
- \_\_\_\_\_ 8. All of the managers in our department wear clothing suitable to their job task.
- \_\_\_\_\_ 9. Our group dealt with the cultural/racial diversity appropriately.
- \_\_\_\_\_ 10. The employee maintained appropriate relationships with supervisors and peers

The above corresponds to work ethic traits

- Attendance
- Character
- Attitude
- Productivity
- Teamwork
- Organizational Skills
- Communication
- Respect
- Appearance

Occupational Work Ethic Inventory (OWEI) available at no cost on  
<http://www.coe.uga.edu/~rhill/workethic>

### Secretary's Commission on Achieving Necessary Skills (SCANS)

In 1990, the Secretary of Labor appointed a commission to determine the skills young people need to succeed in the world of work. The commission's fundamental purpose was to encourage a high-performance economy characterized by high-skill, high-wage employment. Although the commission completed its work in 1992, its findings and recommendations continue to be a valuable source of information for individuals and organizations involved in education and workforce development (2009).

The Secretary's Commission on Achieving Necessary Skills (SCANS) was asked to examine the demands of the workplace through a series of discussions and meetings with business owners, public employers, unions, and workers and supervisors in shops, plants, and stores. The project continued the work of six special panels established by the Commission to examine all manner of jobs from manufacturing to government employment. Researchers were also commissioned to conduct lengthy interviews with workers in a wide range of jobs. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to:

- \* Define the skills needed for employment;

- \* Propose acceptable levels of proficiency;
- \* Suggest effective ways to assess proficiency; and
- \* Develop a dissemination strategy.

The SCANS identifies five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance.

## FIVE COMPETENCIES

**Resources:** Identifies, organizes, plans, and allocates resources

- A. Time---Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- B. Money---Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C. Material and Facilities---Acquires, stores, allocates, and uses materials or space efficiently
- D. Human Resources---Assesses skills and distributes work accordingly, evaluates performance and provides feedback

**Interpersonal:** Works with others

- A. Participates as a Member of a Team---contributes to group effort
- B. Teaches Others New Skills
- C. Serves Clients/Customers---works to satisfy customers' expectations
- D. Exercises Leadership---communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. Negotiates---works toward agreements involving exchange of resources, resolves divergent interests
- F. Works with Diversity---works well with men and women from diverse backgrounds

**Information:** Acquires and uses information

- A. Acquires and Evaluates Information
- B. Organizes and Maintains Information
- C. Interprets and Communicates Information
- D. Uses Computers to Process Information

**Systems:** Understands complex inter-relationships

- A. Understands Systems---knows how social, organizational, and technological systems work and operates effectively with them
- B. Monitors and Corrects Performance---distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
- C. Improves or Designs Systems---suggests modifications to existing systems and develops new or alternative systems to improve performance

**Technology:** Works with a variety of technologies

- A. Selects Technology---chooses procedures, tools or equipment including computers and related technologies
- B. Applies Technology to Task---Understands overall intent and proper procedures for setup and operation of equipment
- C. Maintains and Troubleshoots Equipment---Prevents, identifies, or solves problems with equipment, including computers and other technologies.

#### A THREE-PART FOUNDATION

**Basic Skills:** Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- A. Reading — locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B. Writing — communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- C. Arithmetic/Mathematics — performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- D. Listening — receives, attends to, interprets, and responds to verbal messages and other cues
- E. Speaking — organizes ideas and communicates orally

**Thinking Skills:** Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- A. Creative Thinking — generates new ideas
- B. Decision Making — specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C. Problem Solving — recognizes problems and devises and implements plan of action
- D. Seeing Things in the Mind's Eye — organizes, and processes symbols, pictures, graphs, objects, and other information

E. Knowing How to Learn — uses efficient learning techniques to acquire and apply new knowledge and skills

F. Reasoning — discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

**Personal Qualities:** Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

A. Responsibility — exerts a high level of effort and perseveres towards goal attainment

B. Self-Esteem — believes in own self-worth and maintains a positive view of self

C. Sociability — demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

D. Self-Management — assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

E. Integrity/Honesty — chooses ethical courses of action

To get the full report including definitions of skills and job classifications go to <http://wdr.doleta.gov/SCANS/whatwork>



### Developing Reentry Resources

Time	Minutes	Presenter	Assist	Topic	Style	References/ Aids
8:30 - 8:40	10	Instructor 1	Instructor 2	Introduction, objectives, hard/soft skills,	Lecture and Discussion	PowerPoints 1 – 4
8:40 - 8:50	10	Instructor 2	Instructor 1	Transferable Skills Activity	Activity	PowerPoint 5
8:50 - 9:00	10	Instructor 1	Instructor 2	Transferable skills, helping people identify transferable skills	Lecture and Discussion	PowerPoints 6 – 7
9:00 - 9:20	20	Instructor 2	Instructor 1	Managing Barriers and Skill Deficits within the Context of Correctional Industries Activity	Activity	PowerPoint 8
9:20 - 9:30	10	Instructor 1	Instructor 2	Partnerships, One-Stop Career Centers	Lecture and Discussion	PowerPoint 9 – 11
9:30 - 9:35	5	Instructor 1	Instructor 2	Using Labor Market Information	Lecture and discussion	PowerPoints 12 to 14
9:35 - 9:45	10	Instructor 2	Instructor 1	Why Involve Employers?	Video, lecture, and discussion	PowerPoints 15-16
Total	75					





**Curriculum:** Correctional Industries Director Training  
**Module:** Developing Reentry Resources  
**Estimated time required:** 2 hours

### **Summary and Rationale**

Roughly 650,000 people are released from state and federal prisons each year. According to a Bureau of Justice Assistance study of 15 States, more than two-thirds of state prisoners released from incarceration were re-arrested and more than half returned to prison within three years. Correctional industry directors play an important role in providing offenders with the work skills needed to become gainfully employed upon release. But more than work skills are needed to ensure an offender's long-term success. Offenders must identify and address multiple skill deficits during their incarceration. Since no single agency can address all of these deficits, correctional agencies must develop partnerships with a wide variety of service providers and develop a continuum of services from prison to the community.

In the module, we will explore the role of correctional industries in reentry. We will examine ways correctional industries can help assess and address offender skill deficits, methods for involving employers who can provide meaningful career opportunities and strategies for coordinated the services provided by correctional industries with businesses and community-based service providers.

### **Performance Objectives**

By the end of this module, participants will be able to:

- Distinguish between hard and soft skills and identify at least 3 soft skills needed for success in the workplace.
- Define transferrable skills and describe a method for helping offenders identify their transferable skills.
- Identify 3 strategies that can be used by correctional industries programs to overcome the barriers faced by offenders in their search for employment.
- Identify at least two partnerships that can be used by correctional industries programs to improve offender employment outcomes.
- Explain how labor market information can be used to ensure that training provided by correctional industries is matched to industry demand.
- Describe three ways for developing employer partnerships.

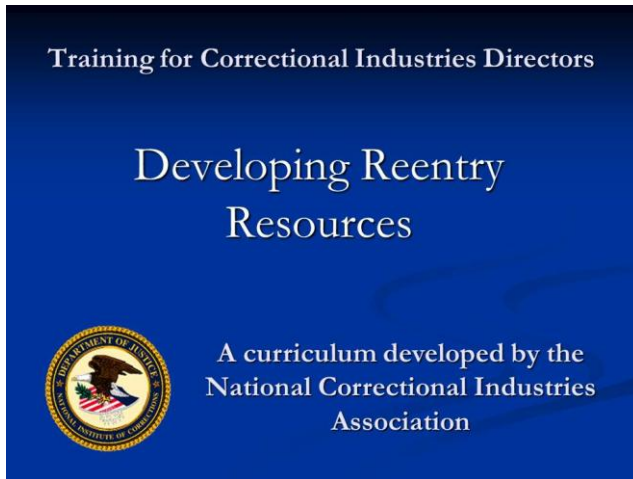
### **Equipment**

- Several easel stands with flip charts
- Markers
- Laptop Computer
- Projection device (LCD)
- Screen

**Materials**

- PowerPoint presentation
- Video
  - Janet Luden on why it's important to build relationships with employers
- Handout: Transferable Skills Inventory from the Veterans Incarcerated Employability Workshop curriculum.
- Handout: Labor Market Information Worksheet
- CD - How to Build Partnerships with Employers and Market Offender Workforce Development Initiatives.
- CD – Using Labor Market Information to Promote Positive Employment Outcomes for Offenders

## LESSON



### PowerPoint 1

#### Developing Reentry Resources

We have long recognized the need to prepare prisoners for their return to the community and the important role that employment plays in an offender's long-term success. Yet despite this awareness, many prisoners are ill-prepared for their release and most will return to custody.



**Why do you think this is the case?**



During the discussion, the co-instructor records responses on a flip chart. The instructor ensures that the following points are covered:

- Inmates may not be motivated to change. They can make more money selling drugs than working a minimum wage job
- Lack of independent living skills
- Lack of decision-making skills
- Lack of wellness skills
- No tolerance for delayed gratification
- Inability to create short-term or long-term plans
- Substance abuse problems
- Health problems

- Lack of education credentials.
- Lack of good work history
- Lack of documents needed for employment
- Lack of adequate housing
- Lack of family support
- Lack of Role Model/Positive Reinforcement
- Prejudice that employers have toward hiring ex-offenders
- Lack of coordination between service providers in prison and outside
- The prejudice that exists toward former offenders

While the training and related services provided by correctional industry programs has great value, it cannot address all of the challenges faced by prisoners who are preparing for their release. It is, therefore, essential to integrate these programs with other pre and post-release initiatives that are designed to meet a wide range of barriers encountered by former offenders. This should be done using a case management approach which includes assessment and transitional planning in collaboration with other justice and community-based agencies. It is also important to ensure that the training provided by correctional industry programs is matched to the labor needs of the community. This module will explore how correctional industries can be integrated within the framework of comprehensive reentry services and has the following objectives:

**By the end of this module,  
participants will be able to:**

- Distinguish between hard and soft skills and identify at least 3 soft skills needed for success in the workplace.
- Define transferrable skills and describe a method for helping offenders identify their transferable skills.
- Identify 3 strategies that can be used by correctional industries programs to overcome the barriers faced by offenders in their search for employment.

**PowerPoint 2**

By the end of this module, participants will be able to:

- Distinguish between hard and soft skills and identify at least 3 soft skills needed for success in the workplace.
- Define transferrable skills and describe a method for helping offenders identify their transferable skills.
- Identify 3 strategies that can be used by correctional industries programs to overcome the barriers faced by offenders in their search for employment.

**By the end of this module,  
participants will be able to:**

- Identify at least two partnerships that can be used by correctional industries programs to improve offender employment outcomes.
- Explain how labor market information can be used to ensure that training provided by correctional industries is matched to industry demand.
- Describe three ways for developing employer partnerships.

### **PowerPoint 3**

By the end of this module, participants will be able to:

- Identify at least two partnerships that can be used by correctional industries programs to improve offender employment outcomes.
- Explain how labor market information can be used to ensure that training provided by correctional industries is matched to industry demand.
- Describe three ways for developing employer partnerships.

### **Hard Skills vs. Soft Skills**



- Hard skills are task or job oriented
- Soft skills are characteristics that are behavioral in nature

### **PowerPoint 4**

#### **Hard Skill vs. Soft Skills**

- Hard skills are task or job oriented
- Soft skills are characteristics that are behavioral in nature

Prisoners seeking to enter the job market must have a set of hard and soft skills that are valued by employers. Hard skills are task or job oriented. For example, the hard skills needed to be a truck driver might include a working knowledge of truck mechanics and the ability to drive a truck. These skills can be measured and used to obtain certifications and licenses needed for employments in related occupations.

Soft skills are characteristics that are behavioral in nature and include factors such as attitude, work ethic, the desire to learn and be trained, flexibility, communication ability and critical thinking skills.

The 2006 report *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce*, reveals that while the three "R's" (reading, writing, and arithmetic) are still fundamental to every employee's ability to do the job, employers view "soft" skills as even more important to work readiness.

What other soft skill do you value in employees?



The co-instructor should list the response on a flip chart. The instructor should ensure that the discussion includes many of the soft skills described below.

There are many soft-skills that are valued by employers. These include, but are not limited to:

- Basic writing, grammar and math skills
- Courtesy
- Honesty
- Reliability
- Team skills
- Eye contact
- Cooperation
- Adaptability
- Follow rules
- Self-directed
- Positive attitude
- Dependability
- Ability to work without close supervision
- Good references
- Being drug free
- Good attendance
- Energetic

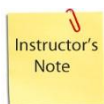
- Work experience
- Personal integrity
- Positive work ethic
- Ability to get along well with others
- Willingness to learn
- Common sense
- Critical thinking skills
- Punctual
- Good personal appearance
- Ability to follow rules
- Willingness to be accountable
- Awareness of how business works
- Staying on the job until it is finished
- Ability to read and follow instructions
- Ability to listen
- Commitment to continued training and learning
- Willingness to take instruction and responsibility
- Ability to relate to coworkers in a close environment
- Willingness to be a good worker and go beyond the traditional eight-hour day



The instructor concludes by saying that both sets of skills can be learned and that correctional industry programs must ensure that program participants acquire both sets of skills. If offenders are released to the community without hard and soft skills, they are less likely to secure employment and less likely stayed employed. The instructor should also note that while soft skills can be taught in a classroom, these skills can also be acquired by modeling these behaviors.



How do you document the acquisition of soft skill or hard skills?





The instructor should lead a discussion and conclude by emphasizing the need to measure and document the acquisition of hard and soft skills and quoting the maxim, “What gets measured, gets done.”



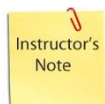
**Transferable Skills Activity  
(10 Minutes)**

- Work in pairs for 5 minutes.
- What did you learn in a previous job that you use today?
- Be prepared to discuss what you learned with the group.

#### **PowerPoint 5**

#### **Transferable Skills Activity (10 Minutes)**

- Work in pairs for 5 minutes.
- What did you learn in a previous job that you use today?
- Be prepared to discuss what you learned with the group.



In the debriefing for this activity, the instructor sums up by saying:

- An employee’s value to a potential employer is heavily dependent upon his or her transferable skills.
- We’ve all acquired skills from a previous job that are helpful to our current employer.

## Transferable Skills

- Skills that have been acquired through prior jobs, prison work experience, hobbies, volunteer work, sports, or any other aspect of their lives
- Are applicable to what they want to do on their next job
- May be hard or soft skills

### PowerPoint 6

#### Transferable Skills

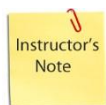
- Skills that have been acquired through prior jobs, prison work experience, hobbies, volunteer work, sports, or any other aspect of their lives
- Are applicable to what they want to do on their next job
- May be hard or soft skills

Offenders who are seeking employment need to have an understanding of their transferable skills. Transferable skills are skills that have been acquired through prior jobs, prison work experience, hobbies, volunteer work, sports, or any other aspect of their lives that are applicable to what they want to do on their next job. They may be hard or soft skills.

It is essential for correctional industries managers to identify the transferable skills provided by their program. This information can be used to guide and assist offenders in making a list of their transferable skills.



How do you help prisoners identify their transferable skills?



# Transferable Skills

Veterans  
Incarcerated  
Employability  
Workshop

## Transferable Skills

- One way to help prisoners identify their transferable skills is to provide them with a skills checklist. The Veterans Incarcerated Employability Workshop has a lesson plan which covers this topic and includes comprehensive check list. The entire curriculum is available at no cost from the National Institute of Corrections and can be found on the DVD that accompanies the Career Resource Center document.

- Break up into groups of 4 to 5 people
- Each group reviews a designated category or categories of barriers and skill deficits and identifies those that can be addressed by correctional industries programs.
- For each barrier or skill deficit that can be addressed by CI, propose a strategy for managing it within the context of a correctional industries program.
- Each group presents their strategies to the class.

## 128

## **Managing Barriers and Skill Deficits within the Context of Correctional Industries Activity (20 minutes)**

- Break up into groups of 4 to 5 people
- Each group reviews a designated category or categories of barriers and skill deficits and identifies those that can be addressed by correctional industries programs.
- For each barrier or skill deficit that can be addressed by CI, propose a strategy for managing it within the context of a correctional industries program.
- Each group presents their strategies to the class.

At the beginning of this module, we identified the barriers and skill deficits that prevent many offenders from making a successful return to their communities. Correctional industries programs play an important role in helping offenders overcome their barriers and skill deficits, especially those related to world of work. In this activity, we will review a list of barriers and skill deficits, identify those that can be addressed by correctional industries programs, and propose strategies that can be used by correctional industries programs to address these barriers and skill deficits.



In the debriefing for this activity, the instructor should ask:

- What challenges did you have during the process?
- Were there any strategies that you currently employ in your CI program?
- Were there any strategies that you don't employ, but might consider for the future?



**PowerPoint 9**

## Partnerships

- Building partnerships
- Sustaining partnerships
- Formal agreements

Given the variety of challenges faced by offenders, it is important to have a network of service providers – both internal and external – who can provide the assistance needed to ensure successful reentry. These can include other criminal justice agencies, community and faith based organizations, One-Stop Career Centers, health, mental health, and health care providers, and organizations that provide assistance with transitional housing. You can maximize the successfulness of your referrals to these agencies by developing partnerships which benefit all parties involved. For example, One-Stop Career Centers are required by the Workforce Investment Act to provide universal access and meet placement and retention goals. To the extent that your program can prepare prisoners for the world, identify and manage potential barriers, and provide marketable job skills, your referrals to the One-Stop Center will assist them in meeting their organizational goals. The One-Stop Career Centers can provide your program participants with referrals to employers and other career related services. Any partnerships you develop with these centers are, therefore, mutually beneficial.

Another example of a partnership where the members enjoy mutually beneficial relationships is the Offender Workforce Development Partnership Training Program. In this program, multidisciplinary teams are provided with competency-based training and each team is committed to completing an offender workforce development project of benefit to their community. Several OWDS partnership teams were initiated by correctional industries programs and the training was credited with strengthening ties between correctional agencies and their community partners.



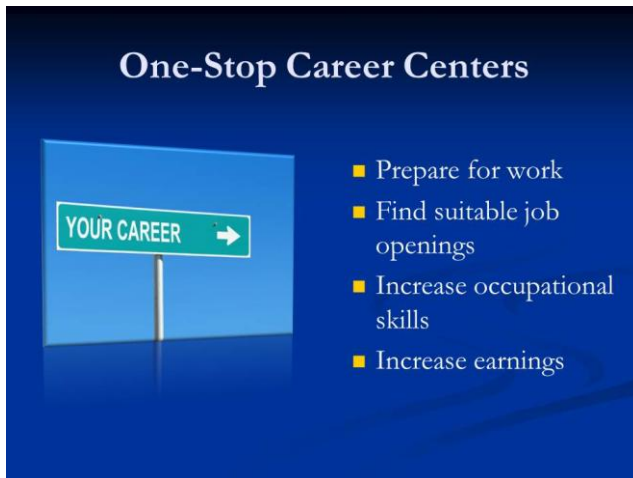
What organizations have you developed partnerships with and how did you go about doing it?

How do you sustain these partnerships?



The instructor leads a discussion and covers the following points:

- The need to be proactive in developing relationships.
- The need to visit service providers.
- The benefits associated with letters of agreement.
- The value of recognizing the contributions of your partners



### PowerPoint 10

#### One-Stop Career Centers

- Prepare for work
- Find suitable job openings
- Increase occupational skills
- Increase earnings

One-Stop Career Centers provide a variety of no-cost services to job-seekers which are intended to:

- Prepare them for the world of work
- Find suitable job openings
- Increase occupational skills
- Increase earnings
- Promote job retention

The centers provide **core services** which are intended to help persons become employed as quickly as possible. These include job search and placement assistance and labor market information, often provided using Internet tools.

For those who are unable to find a job through core services or need additional help to become self-sustaining, the centers provide **intensive services** such as counseling and career planning, comprehensive assessments, and development of individual employment plans.

When counseling and assessment indicate that further training is needed in order to secure employment, the centers can provide **training services**. These may include training for job-related skills, on-the-job training, business training, GED preparation, and improvement of basic skills such as English, reading, writing, and math. Training services are provided through "Individual Training Accounts" which allowing clients to choose training from qualified training providers.

Career One-Stop Centers also provide **support services** to help people participate in program activities for which they qualify. These may include transportation, childcare, dependent care, housing, and needs-related payments.

Career One-Stop Career Centers are required to serve persons with physical or mental disabilities that are a significant impediment to securing and maintaining employment. This includes work evaluation, job counseling, and medical and therapeutic services as well as an assessment of technology that can help people with disabilities work. These services may be provided at the center or through referral to local vocational rehabilitation services. Many states have separate agencies that provide vocational rehabilitation services. A listing of these agencies and other resources related to vocational rehabilitation can be found here: <http://askjan.org/cgi-win/TypeQuery.exe?902>.

Career One-Stop Centers can also provide access to services for veterans. The Veterans' Employment and Training Service (VETS) has a variety of services for veterans, including the Disabled Veterans' Outreach Program (DVOP) and the Local Veterans' Employment Representative Program (LVERP), which can be accessed through every comprehensive One-Stop Center. Both programs provide vocational counseling, case management, assessment, referrals to support services and job development, and act as a liaison with potential employers, training providers, and veterans' service organizations including the Department of Veterans Affairs. The DVOP representatives work directly with veterans who have service-related disabilities. Additional information about both of these programs can be found at [www.dol.gov/vets/programs/fact/Employment\\_Services\\_fs01.htm](http://www.dol.gov/vets/programs/fact/Employment_Services_fs01.htm).



#### PowerPoint 11

#### Locating a Career One-Stop Center

- [www.servicelocator.org](http://www.servicelocator.org)
- Call toll-free 1-877-US2-JOBS (1-877-872-5627)





Who has had the opportunity to visit a One-Stop Career Center?



The instructor explores what experiences students have had with Career One-Stop Centers, pointing out their strengths (no cost, wide spread availability) and weaknesses (high demand for services and limited capacity, not all are “offender-friendly.”) The instructor should also note that offenders who are prepared to receive services are more likely to benefit from what the Career One-Stops have to offer.

A PowerPoint slide with a blue background. The title "Using Labor Market Information" is at the top in white. On the left is a photo of a man in a light blue shirt working at a machine in a factory. On the right is a bulleted list in yellow text.

**Using Labor Market Information**

- Helps identify industries in demand and develop new business opportunities
- Extremely perishable

#### **PowerPoint 12**

#### **Using Labor Market Information**

- Helps identify industries in demand and develop new business opportunities
- Extremely perishable

Given the rapidly changing nature of the job market, correctional industry directors must have an understanding of labor market information, and know how to access and use LMI resources in support of their program’s objectives. LMI is essential for identifying industries in demand and developing relationships with employers. While LMI is very useful, it is extremely perishable. What was true yesterday may not be true today.





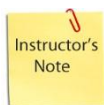
### PowerPoint 13

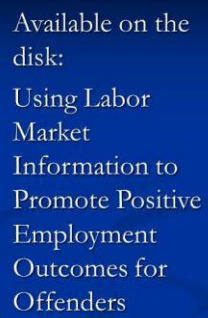
#### Finding National and State Specific LMI

- <http://www.careeronestop.org/lmi/lmihome.asp>
- [www.lmi-net.org](http://www.lmi-net.org)

Since there is so much labor market information to sort through and analyze, it makes sense to develop a working relationship with your local or state LMI specialist who can provide you with guidance on the latest statistics and trends. They may also be able to advise you on industries or companies that are leaving the region or are considering a move to your area. National and local labor information and contact information can be found at the U.S. Department of Labor's website and the website of the Labor Market Information Training Institute's website.

If you are planning a new correctional industry initiative, the Labor Market Information Worksheet developed by the National Institute of Correction provides step-by-step guidance with links to relevant websites. The worksheet can be found on the Labor Market Information tutorial disk distributed in class.





135

### Labor Market Information Worksheet

This document is a guide for evaluating labor market supply and demand factors for a particular occupational title in your state and local region. It can be used by probation, correction, correctional industry, parole, community-based and faith-based agencies to explore the feasibility of implementing a prison-based training program or a post-release training and job placement initiative. Links to state labor market information websites needed to complete the form may be found on the CD or here:  
<http://www.bls.gov/bls/ofolist.htm>.

You may select any occupation for this analysis or choose among those that have been identified as having high growth potential. If you choose to do the latter, please visit:

<http://www.careervoyages.gov/otherindemandoccupations-main.cfm>

to identify high growth and emerging industries as well as individual in-demand occupations for your state.

**What are the common job titles for the occupation?**


*Source of this information:* General knowledge, job announcements, employers

**What is the occupational title(s) that most closely describes the above occupations? What is the occupational description in the Occupational Outlook Handbook? (This is the occupation and description for which the data below will describe)**

Occupational Title	Description

*Source of this information:* Please see Occupational Information Handbook at: <http://www.bls.gov/OCO/>

Available on the disk:

Using Labor Market Information to Promote Positive Employment Outcomes for Offenders



### **PowerPoint 15**

### **Why Involve Employers?**

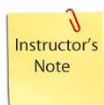
**Video: Janet Ludden, CEO, Employers Solutions, Inc. (42 seconds)**



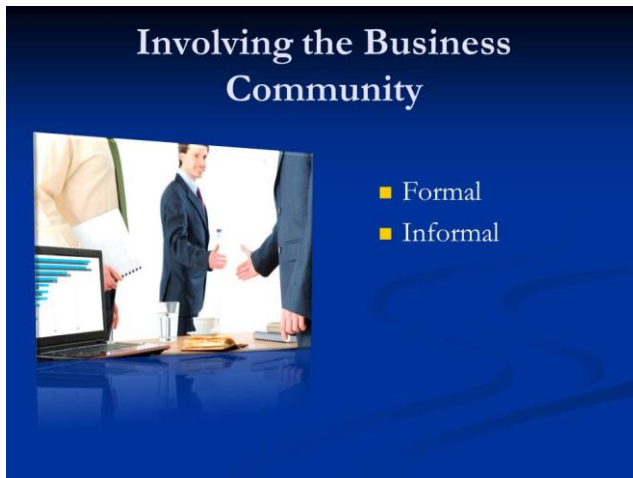
In this video, Janet Ludden explains why it's important to involve employers in workforce development initiatives involving offenders.



How do you involve the business community in your work?



The instructor's assistant writes the responses on a flip chart while the instructor guides the discussion.



### **PowerPoint 16**

#### **Involving the Business Community**

- Formal
- Informal

There are many ways to involve the business community in your work. Some of these are formal and others may be categorized as informal. Among the formal mechanisms are employer advisory groups, surveys, and focus groups. Informal mechanisms include inviting employers to speak to offenders, staff or board members, participating in employer forums, meetings, and events, and joining the local chamber of commerce. Prison-based career fairs are another strategy that can be used to involve the employers and give offenders an opportunity to learn about the opportunities that exist in particular industries. For additional guidance on building employer partnerships, we have distributed the DVD-based tutorial *How to Build Partnerships with Employers and Market Offender Workforce Development Initiatives*.

#### **Summary**

This module has explored how correctional industries can be integrated within the framework of comprehensive reentry services. We examined the barriers faced by offenders upon release, strategies for identifying those barriers, and how help offenders meet the challenges of reentry. We also looked at the changes taking place in our nation's economy and how correctional industry directors can use labor market information to identify new business and training initiatives. While the challenges facing offenders upon their release from prison are enormous, correctional industry directors can play an important role in providing the transferable skills and resources needed to make a successful transition to the community.

## References

Conference Board. *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21<sup>st</sup> Century U.S. Workforce*. Retrieved at [http://www.p21.org/documents/FINAL\\_REPORT\\_PDF09-29-06.pdf](http://www.p21.org/documents/FINAL_REPORT_PDF09-29-06.pdf) on September 19, 2011.

Friedman, Thomas. 2005. *The World is Flat: A Brief History of the Twenty-first Century*. New York, NY: Farrar, Straus, and Giroux.

U.S. Department of Justice. 2010. *Career Resource Centers: An Emerging Strategy of Improving Offender Employment Outcomes*. Washington, DC: National Institute of Corrections.

U.S. Department of Justice. 2010. *How to Build Partnerships with Employers and Market Offender Workforce Development Initiatives*. Washington, DC: National Institute of Corrections.

U.S. Department of Labor. *Veterans Incarcerated Workbook*. Washington, DC: Veterans' Employment and Training Service/Incarcerated Veterans Transition Program.

## Labor Market Information Worksheet

This form is a guide for evaluating labor market supply and demand factors for a particular occupational title in your state and local region and can be used to explore the feasibility of implementing a prison-based training program. Links to state labor market information websites needed to here: <http://www.bls.gov/bls/ofolist.htm>.

You may select any occupation for this analysis or choose among those that have been identified as having high growth potential. If you choose to do the latter, please visit:

<http://www.careervoyages.gov/otherindemandoccupations-main.cfm>

to identify high growth and emerging industries as well as individual in-demand occupations for your state.

**What are the common job titles for the occupation?**


*Source of this information:* General knowledge, job announcements, employers

**What is the occupational title(s) that most closely describes the above occupations? What is the occupational description in the Occupational Outlook Handbook? (This is the occupation and description for which the data below will describe)**

Occupational Title	Description

Source of this information: Please see Occupational Information Handbook at:  
<http://www.bls.gov/OCO/>

**What is the current number of jobs in the occupation(s)?**

Occupational Title	Current Employment		
	Region	Statewide	Nation

Source of this information: For regional and state data please visit your state's LMI Website. For national and local data, visit  
<http://www.careeronestop.org/LMI/LMIHome.asp>. Click on "Explore Current Wages and Trends," then enter the occupation or choose from a menu search. Choose your state and then click "continue" to obtain the information.

**What is the 10-year growth rate for this occupation?**

Occupational Title	10 Year Growth Rate		
	Region	State	Nation

Source of this information: For regional and state data please visit your state's LMI Website. For national and local data, visit  
<http://www.careeronestop.org/LMI/LMIHome.asp>. Click on "Explore Current Wages and Trends," then enter the occupation or choose from a menu search. Choose your state and then click "continue" to obtain the information.

State occupational projections can also be found here:  
<http://www.projectionscentral.com/>.

**What is the average annual (replacement and growth) job openings expected over the next 10 years in this occupation?**

Occupational Title	Average Annual Openings		
	Region	State	Nation

Source of this information: For regional and state data please visit your state's LMI Website. For national and local data, visit  
<http://www.careeronestop.org/LMI/LMIHome.asp>. Click on "Explore Current Wages and Trends," then enter the occupation or choose from a menu search. Choose your state and then click "continue" to obtain the information.

**Is a license required by the state to perform this occupation?**

Yes \_\_\_\_\_ No \_\_\_\_\_



**If yes, does this license have any requirements that might exclude persons with criminal convictions from being employed in this occupation?**

Yes \_\_\_\_\_ No \_\_\_\_\_

*Source of this information:* Please visit:

[http://www.acinet.org/acinet/licensedoccupations/lois\\_state.asp?nodeid=16&by=occ#](http://www.acinet.org/acinet/licensedoccupations/lois_state.asp?nodeid=16&by=occ#)

Select your state and then select the occupation. Click on the license name to obtain detailed information. You will need to contact the licensing authority to determine if the occupation excludes persons with criminal convictions.

**Is there a certification for this occupation?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**If yes, does this certification have any requirements that might exclude persons with criminal convictions from being employed in this occupation?**

Yes \_\_\_\_\_ No \_\_\_\_\_

*Source of this information:* Please visit:

[http://www.acinet.org/ACINET/certifications\\_new/default.aspx](http://www.acinet.org/ACINET/certifications_new/default.aspx)

Enter the occupation and click on the search button.

You will need to contact the certification authority to determine if the occupation excludes persons with criminal convictions.

**Are there any federal occupational restrictions that might exclude persons with criminal convictions from being employed in this occupation?**

Yes \_\_\_\_\_ No \_\_\_\_\_

For information regarding federal occupational restrictions affecting people with criminal records, please visit: [http://hirenetwork.org/fed\\_occ\\_restrictions.html](http://hirenetwork.org/fed_occ_restrictions.html)

**What are the minimum educational requirements for the related occupation(s)?**

(On-the-job Training, Work Experience, Post-secondary, Apprenticeship, Certificate of Completion, Associate, Bachelor's)

Occupational Title	Minimum Educational Requirement

*Source of this information:* Occupational Outlook Handbook at <http://www.bls.gov/OCO/>. Choose the occupation, then click on “Training, Other Qualifications, and Advancement.”

**What are the competitive educational requirements for the related occupation(s)?**

(Work Experience, Post-secondary, Apprenticeship, Associate, Bachelor's, and/or a combination.)

Occupational Title	Competitive Educational Requirement

*Source of this information:* Occupational Outlook Handbook at <http://www.bls.gov/OCO/>. Choose the occupation, then click on “Training, Other Qualifications, and Advancement.”

**Potential wages for this occupation**

	Entry (use 10 <sup>th</sup> percentile if available)	Avg. (use median if available)	High (use 90 <sup>th</sup> percentile if available)
State			
National			

Source of this information: Please visit:

<http://www.careeronestop.org/LMI/LMIHome.asp>. Click on “Explore Current Wages and Trends,” then enter the occupation or choose from a menu search. Choose your state and then click “continue” to obtain the information under the heading, “State and National Wages.”

**Do the average potential wages for this occupation in your state exceed Federal Poverty Guidelines?**

<b>Number of Family Members</b>	1	2	3	4	5	6
<b>National Poverty Guidelines</b>						
<b>Avg. Income (use median if available)</b>						

Source of this information: Please visit: <http://aspe.hhs.gov/poverty/figures-fed-reg.shtml> for the Federal Poverty Guides set every year by the U.S. Department of Health and Human Services.

## Transferable Skills Inventory

All job skills are transferable. As you analyze your skills do not just think about the job titles you have held, think about the specifics you did on each job. Consider the skills you possess, the skills you do not possess, and the skills you want to develop or refine. When you are done compare your skills with the skills required in the jobs that interest you. This will enable you to understand how well you qualify for a position. Also, you will know what additional training or experience you need.

### INSTRUCTIONS

**Step 1:** Read the *Skills Area* column and circle all the skills that you possess.

**Step 2:** Use the *Competency Rating* to rate each of the circled skills in the *Rating* column.

**Step 3:** Make a check mark in the Interest column next to the skills that you want to use or develop in the future.

**Step 4:** If you have skills that are not listed, add them to the inventory.

### EXAMPLE

Skill Area	Rating	Interest
Advised	3	
Invented		
Supervised	1	X
Wrote		

### Competency Rating

1 = Very competent    2 = Moderately competent    3 = Somewhat competent

Skill Area	Rating	Interest
<b>Adapted</b> teaching style/special tools .....	_____	_____
<b>Administered</b> programs .....	_____	_____
<b>Advised</b> people/peers/job seekers .....	_____	_____
<b>Analyzed</b> data/blueprints/schematics/policies .....	_____	_____
<b>Appraised</b> services/value .....	_____	_____
<b>Arranged</b> meetings/events/training programs .....	_____	_____
<b>Assembled</b> automobiles/computers/apparatus .....	_____	_____
<b>Audited</b> financial records/accounts payable .....	_____	_____
<b>Budgeted</b> expenses .....	_____	_____
<b>Calculated</b> numerical data/annual costs/mileage ....	_____	_____
<b>Cataloged</b> art collection/technical publications .....	_____	_____

### *Starting the Job Search*

#### **Competency Rating**

1 = Very competent    2 = Moderately competent    3 = Somewhat competent

<b>Skill Area</b>	<b>Rating</b>	<b>Interest</b>
<b>Checked</b> accuracy/other's work.....	_____	_____
<b>Classified</b> documents/plants/animals .....	_____	_____
<b>Cleaned</b> houses/auto parts .....	_____	_____
<b>Coached</b> teams/students/athletes .....	_____	_____
<b>Collected</b> money/survey information/data/samples .....	_____	_____
<b>Compiled</b> statistics/survey data .....	_____	_____
<b>Confronted</b> people/difficult issues .....	_____	_____
<b>Constructed</b> buildings .....	_____	_____
<b>Consulted</b> on a design figuration .....	_____	_____
<b>Coordinated</b> events/work schedules .....	_____	_____
<b>Corresponded</b> with other departments/colleagues .....	_____	_____
<b>Counseled</b> students/peers/job seekers .....	_____	_____
<b>Created</b> new programs/artwork/internet sites .....	_____	_____
<b>Cut</b> diamonds/concrete/fabric/glass/lumber .....	_____	_____
<b>Decided</b> which equipment to buy/priorities .....	_____	_____
<b>Delegated</b> authority .....	_____	_____
<b>Designed</b> data systems/greeting cards .....	_____	_____
<b>Directed</b> administrative staff/theatre productions .....	_____	_____
<b>Dispensed</b> medication/information .....	_____	_____
<b>Displayed</b> results/products/artifacts .....	_____	_____
<b>Distributed</b> products/mail .....	_____	_____
<b>Dramatized</b> ideas/problems/plays .....	_____	_____
<b>Edited</b> publications/video tape/film .....	_____	_____
<b>Entertained</b> people .....	_____	_____
<b>Established</b> objectives/guidelines/policies .....	_____	_____
<b>Estimated</b> physical space/costs/staffing needs .....	_____	_____
<b>Evaluated</b> programs/instructors/peers/students .....	_____	_____
<b>Exhibited</b> plans/public displays/evidence .....	_____	_____
<b>Expressed</b> interest in development projects .....	_____	_____
<b>Facilitated</b> multimedia exhibit/conflict resolution .....	_____	_____
<b>Found</b> missing persons/appropriate housing .....	_____	_____
<b>Framed</b> houses/pictures .....	_____	_____
<b>Generated</b> interest/support .....	_____	_____
<b>Grew</b> plants/vegetables/flowers .....	_____	_____
<b>Handled</b> detailed work/data/complaints/toxins .....	_____	_____
<b>Hosted</b> panel discussions/foreign students .....	_____	_____
<b>Implemented</b> registration system/new programs .....	_____	_____
<b>Improved</b> maintenance schedule/systems .....	_____	_____
<b>Initiated</b> production/changes/improvements .....	_____	_____
<b>Inspected</b> physical objects/repairs/electrical work .....	_____	_____

## VIEW

### Competency Rating

1 = Very competent    2 = Moderately competent    3 = Somewhat competent

Skill Area	Rating	Interest
<b>Installed</b> software/bathrooms/electrical systems /parts .....	_____	_____
<b>Interpreted</b> languages/new laws/schematics/codes .....	_____	_____
<b>Interviewed</b> people/new employees .....	_____	_____
<b>Invented</b> new ideas/machine parts .....	_____	_____
<b>Investigated</b> problems/violations/fraud .....	_____	_____
<b>Landscaped</b> gardens/public parks/indoor gardens ...	_____	_____
<b>Led</b> foreign tours/campus tours .....	_____	_____
<b>Listened</b> to others/to conference calls .....	_____	_____
<b>Located</b> missing information/facilities .....	_____	_____
<b>Maintained</b> transportation fleet/aircraft/diesel engines .....	_____	_____
<b>Managed</b> an organization/a mail room/a retail store .....	_____	_____
<b>Measured</b> boundaries/property lines/bridge clearance .....	_____	_____
<b>Mediated</b> between people/civil settlements .....	_____	_____
<b>Met</b> with dignitaries/public/community groups .....	_____	_____
<b>Monitored</b> progress of others/water flow/electric usage .....	_____	_____
<b>Motivated</b> workers/trainees .....	_____	_____
<b>Negotiated</b> contracts/sales/labor disputes .....	_____	_____
<b>Operated</b> equipment/hydraulic test stand/robotics equipment .....	_____	_____
<b>Organized</b> tasks/library books/data bases .....	_____	_____
<b>Painted</b> houses/cars/aircraft/interiors .....	_____	_____
<b>Patrolled</b> runways/public places/property/buildings .....	_____	_____
<b>Persuaded</b> others/customers .....	_____	_____
<b>Planned</b> agendas/international conferences .....	_____	_____
<b>Predicted</b> future needs/stock market trends .....	_____	_____
<b>Presented</b> major selling points/new products .....	_____	_____
<b>Prepared</b> reports/meals/presentations .....	_____	_____
<b>Printed</b> books/reports/posters .....	_____	_____
<b>Processed</b> human interactions .....	_____	_____
<b>Programmed</b> computers .....	_____	_____
<b>Promoted</b> events/new products/new technology .....	_____	_____
<b>Proofread</b> news/reports/training materials .....	_____	_____
<b>Protected</b> property/people .....	_____	_____
<b>Published</b> reports/books/software .....	_____	_____
<b>Purchased</b> equipment/supplies/services .....	_____	_____
<b>Questioned</b> people/survey participants/suspect /witnesses .....	_____	_____



### *Starting the Job Search*

#### **Competency Rating**

1 = Very competent    2 = Moderately competent    3 = Somewhat competent

<b>Skill Area</b>	<b>Rating</b>	<b>Interest</b>
<b>Raised</b> performance standards/capital investments .....	_____	_____
<b>Read</b> volumes of material/news releases .....	_____	_____
<b>Recorded</b> data/sales totals/music/video .....	_____	_____
<b>Recruited</b> people for hire/executives/Marines .....	_____	_____
<b>Rehabilitated</b> people/old buildings .....	_____	_____
<b>Repaired</b> mechanical devices/exhaust systems .....	_____	_____
<b>Reported</b> findings/monthly activity .....	_____	_____
<b>Researched</b> library documents/cancer/diseases .....	_____	_____
<b>Renewed</b> programs/contracts/insurance policies .....	_____	_____
<b>Reviewed</b> program objectives/books and movies .....	_____	_____
<b>Revised</b> instructional materials .....	_____	_____
<b>Scheduled</b> social events/doctor's appointments .....	_____	_____
<b>Sold</b> advertising space/real estate/cars .....	_____	_____
<b>Served</b> individuals .....	_____	_____
<b>Sewed</b> parachutes/clothing/upholstery .....	_____	_____
<b>Signed</b> for the hearing impaired .....	_____	_____
<b>Sketched</b> charts and diagrams .....	_____	_____
<b>Spoke</b> in public .....	_____	_____
<b>Supervised</b> others .....	_____	_____
<b>Taught</b> classes/math/science .....	_____	_____
<b>Tailored</b> clothing/services .....	_____	_____
<b>Televised</b> conferences/training/events/shows .....	_____	_____
<b>Tested</b> new designs/students/employees .....	_____	_____
<b>Updated</b> files .....	_____	_____
<b>Verified</b> reports/identity .....	_____	_____
<b>Volunteered</b> services/time .....	_____	_____
<b>Wrote</b> reports/training manuals .....	_____	_____
<b>Weighed</b> trucks/patients/precious metals .....	_____	_____
<b>Welded</b> bike frames/airframes/alloys .....	_____	_____
<b>X-rayed</b> limbs/stressed equipment .....	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### Analyzing Transferable Skills

On the blanks below write the skills you circled and checked in the *Transferable Skills Inventory*. Circle your competence level. Write a detailed example of how you used that skill. Remember to consider your competence level as you identify specific jobs.

#### EXAMPLE

Skill: Supervised    ①    2    3

Example: Hired, trained and evaluated a team of 10 retail sales people for 5 years.

Skill: \_\_\_\_\_ 1    2    3  
Example: \_\_\_\_\_

Skill: \_\_\_\_\_ 1    2    3  
Example: \_\_\_\_\_

Skill: \_\_\_\_\_ 1    2    3  
Example: \_\_\_\_\_

Skill: \_\_\_\_\_ 1    2    3  
Example: \_\_\_\_\_

Skill: \_\_\_\_\_ 1    2    3  
Example: \_\_\_\_\_

Skill: \_\_\_\_\_ 1    2    3  
Example: \_\_\_\_\_

Skill: \_\_\_\_\_ 1    2    3  
Example: \_\_\_\_\_

Skill: \_\_\_\_\_ 1    2    3  
Example: \_\_\_\_\_





### Evaluating Organizational Performance

Time	Minutes	Presenter	Assist	Topic	Style	Reference/Aids
10:00 – 10:10	10	Trainer 1	Trainer 2	General Introduction of Session	Lecture	PP Slides 1-2
10:10 – 10:30	20	Trainer 1	Trainer 2	Characteristics of High Performing Organizations	Lecture & Activity	PP Slides 3-8
10:30 – 10:45	15	Trainer 2	Trainer 1	Leadership Knowledge Base	Lecture & Discussion	PP Slides 9-13
10:45 – 11:00	15	Trainer 2	Trainer 1	Evaluating Organizational Performance What to Expect	Lecture & Discussion	PP Slides 14-18
11:00 – 11:30	30	Trainer 1	Trainer 2	Performance Management Framework	Lecture Discussion Video	PP Slides 19-23
12:30 – 1:15	45	Trainer 2	Trainer 1	Putting Theory to Practice	Activity	PP Slide 24-25
1:15 – 2:00	45	Trainer 1 and 2	-----	Activity Report-Out	Team Discussion	PP Slides 24-25
Total	180 Minutes					



**Curriculum:** Correctional Industries Director Training  
**Module:** Evaluating Organizational Performance  
**Estimated Time Required:** 3 Hours

### **Summary and Rationale:**

Understanding your business and how to evaluate performance is one of the principal responsibilities of a correctional industry leader. In an era when individuals are expected to do their jobs the best known way today and better tomorrow, it is necessary to make decisions using information that will drive the results you expect. Leaders are expected to measurably improve organizational effectiveness and results. A systematic approach to evaluating organizational performance is therefore critical to the long-term success of a correctional industry program.

### **Performance Objectives:**

**By the end of this module, participants will be able to:**

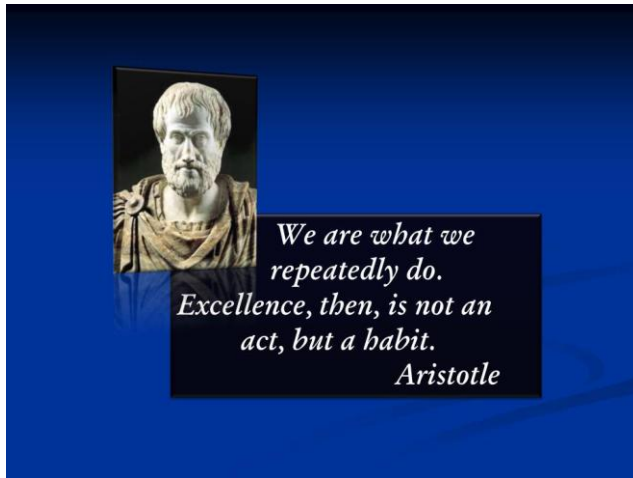
1. Define the overall strategic goals and objectives of your correctional industry program.
2. Identify the key performance indicators to be measured.
3. Identify critical data to be collected to evaluate the success of your program.
4. Demonstrate the continuous improvement process critical to organizational learning and performance improvement.

### **Equipment:**

- Several easel stands with flip charts
- Markers
- Laptop Computer
- Projector
- Screen

### **Materials**

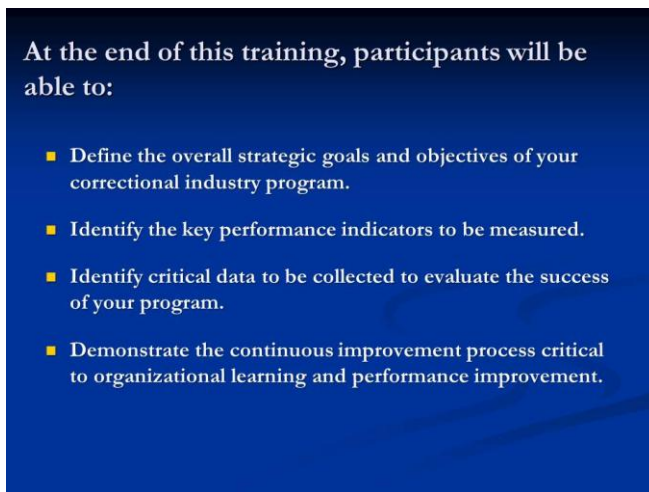
- Power Point Presentation
- Video Clips – Lambert (Part of the Power Point Presentation)
- Group Exercise



**PowerPoint Slide 1 – Aristotle Quote**

**Instructor Discussion:**

Understanding your business and how to evaluate performance is one of the principal responsibilities of a correctional industry leader. In an era when individuals are expected to do their jobs the best known way today and better tomorrow, it is necessary to make decisions using information that will drive the results you anticipate. Leaders are expected to measurably improve organizational effectiveness and results. A systematic approach to evaluating organizational performance is therefore critical to the long-term success of a correctional industry program.



**PowerPoint Slide 2 – Training Objectives**

**By the end of this module, participants will be able to:**

1. Identify the overall strategic goals and objectives of your correctional industry program.
2. Identify the key performance indicators to be measured.
3. Identify critical data to be collected to evaluate the success of your program.
4. Demonstrate the continuous improvement process critical to organizational learning and performance improvement.

### Instructor Discussion:

The previous courses in this curriculum have built a foundation focused on developing correctional industry leaders for the future. A critical part of this development is the understanding of the methodology used to evaluate organizational performance.

Participants will learn the fundamental characteristics of a high performing organization in an effort to correlate this with the performance evaluation process necessary to engage in the continuous improvement process.

Note that the course will be a combination of content introduction, team activity and group discussion. Emphasize that the course is designed to be interactive therefore it is important that participants share ideas and experiences to maximize the course effectiveness.

Why it is important to set goals?

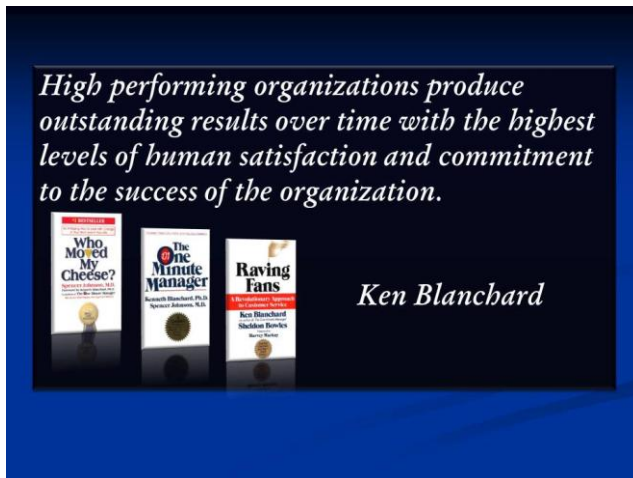
Mark McCormack in the book *What They Don't Teach You in the Harvard Business School* discusses a study that was conducted in the 1979 Harvard MBA Program. The students were asked the following question; have you set clear, written goals for your future and made plans to accomplish them?

- 3% of the graduates had written goals and plans
- 13% had goals but they were not in writing, and
- 84% had no specific goals.

Ten years later, members of the 1979 class were interviewed again and the findings, while somewhat predictable were nonetheless astonishing.

- The 13% of graduates that had goals, but were not in writing, were earning twice as much as the 84% who had no goals.
- The 3% of graduates that had written goals were earning on average ten times as much as the other 97%.

From an organizational perspective, if you have clearly articulated goals that are embraced throughout the organization you will increase your likelihood of meeting and exceeding your goals.



**PowerPoint Slide 3 – Quote**

**High performing organizations produce outstanding results over time with the highest levels of human satisfaction and commitment to the success of the organization.**

**Ken Blanchard, Author**

**Instructor Discussion:**

Based upon your experience, what are the characteristics of a high performing organization?

**Group Activity/Discussion:**

Using a flipchart to capture the information, ask the group to identify what they think are the characteristics of a high performing organization. The information collected will be compared to Slide 4 after the instructor has introduced participants to this information.

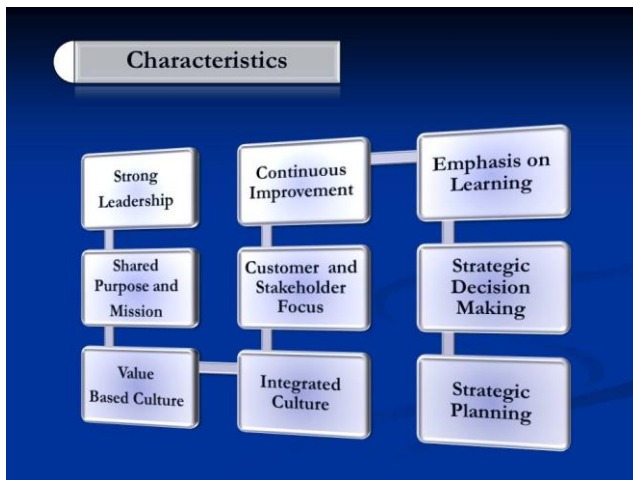


**PowerPoint Slide 4**

**Whether they are known as high performing, visionary or world class organizations, they all have similar characteristics...**

**Instructor Discussion:**

Discuss Slide 4 and engage the participants in a discussion of what they think are characteristics of high performing organizations.



**Power Point Slide 5**

**Characteristics:**

- Strong Leadership
- Shared Purpose and Vision
- Value Based Culture
- Strategic Approach to Decision Making/Planning
- Integrated Systems
- Customer and Stakeholder Focus
- Emphasis on Learning
- Focus on Continuous Improvement

**Instructor Discussion:**

Group Discussion:

How are the characteristics identified by the group similar to or different from those identified here?

Engage the participants in a discussion surrounding what they identified as characteristics of high performing organizations and the characteristics identified in Slide 5.

How do you think the differences may affect the performance of an organization?



How are the characteristics identified on Slide 5 similar to or different from those most commonly found in Correctional Industry Programs?



**PowerPoint Slide 6**

**High performing organizations are more successful than their competitors in strategy, customer service and profitability.**

Instructor Discussion:

In the words of Sam Walton, Founder of Walmart, "There is only one boss, the customer. And he can fire everybody in the company from the chairman on down, simply by spending money somewhere else."

A WOW customer experience is an experience that not only makes someone a repeat customer but makes them a promoter.

Group Discussion:

Can you identify two of the most memorable customer experiences from a high performing organization?

Have participants discuss the characteristics that make these organizations the best at what they do. Lead the discussion in a direction to identify how the participants think each organization obtained world class status.



**PowerPoint Slide 7**

**How do high performing organizations become the best at what they do?**

- Continually evaluate performance to guide decision making.
- Decision making is based upon the evaluation of comprehensive data
- Management systems are integrated.
- Strategy, structure, processes and people are aligned.
- Focus on continuous improvement of processes and systems.
- Reinvent their core capabilities.
- Consider change as an inevitable part of their business plan.
- Continually improve to add value to the customer experience.

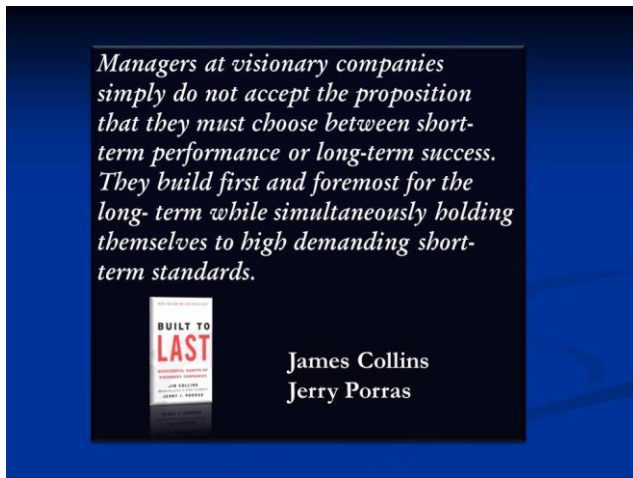
**Instructor Discussion:**

Is it by chance or by design that organizations become the best in their industry?

Becoming the organization or business that its industry strives to emulate is not by chance but by design. It takes developing systems that focus on identifying what is important and continually improving.

Steve Jobs, Founder of Apple, once noted that his company did not have all the best ideas in the industry, they just figured out how to take the best ideas and connect the dots.

The instructor should close out the discussion examining how evaluating their performance may have helped the high performing organizations discussed in this module to achieve their world class status.



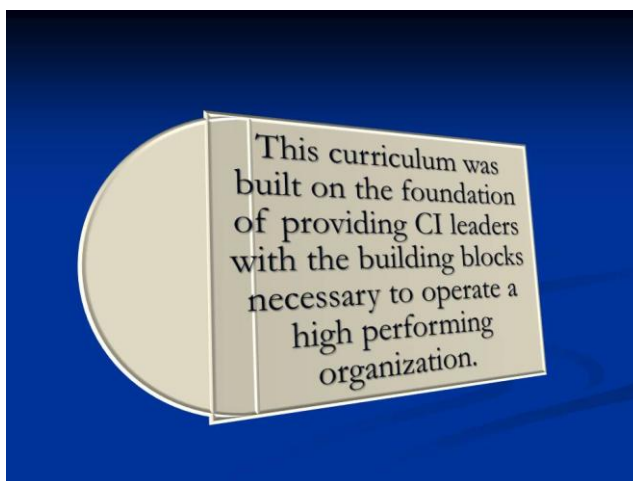
**PowerPoint Slide 8**

**In the book Built to Last, authors James Collins and Jerry Porras note that...**

*Managers at visionary companies simply do not accept the proposition that they must choose between short-term performance and long-term success. They build first and foremost for the long-term while simultaneously holding themselves to high demanding short-term standards.*

**Instructor Discussion:**

In the book Built to Last, the authors further note that comfort is not the objective of a visionary company. They plan and prepare for the future. They focus on development of human capital. They make decisions based on research and data. They are diligent about quality.



**PowerPoint Slide 9**

**This curriculum was built on the foundation of providing CI leaders with the building blocks necessary to operate a high performing organization.**

### Instructor Discussion:

As discussed at the beginning of the classroom segment of this development program for CI Directors, these courses are intended to serve the needs of management in CI **aspiring** to be leaders in the field. Individuals who are interested in changing the national dialogue about what CI is and what it can be based upon the results of organizations leading the field through engaging in best practices and/or creating what world class looks like in the CI field.

Discussion will continue on Slide 10 as each course is discussed.



### Power Point Slide 10 – High Performing Correctional Industry Program

### Instructor Discussion:

You have studied modules in this comprehensive CI Director Curriculum in a multitude of areas. Each area was determined to be a critical duty of a CI Director by leaders in this field. Each course discussed the key components of each area many of which are interrelated to one another.

Engage participants in a discussion of how each module focused on the characteristics and/or the knowledge base necessary to lead a high performing organization.

***Providing Dynamic Leadership*** - This module discussed leadership characteristics, strategic planning, mission, vision and systems thinking, etc.

***Managing Stakeholder Network*** - This module discussed the importance of mapping your stakeholder network, understanding their influence and how important they can be in the success of your program, building advocates and promoters, negotiating with difficult stakeholders, etc.

***Balancing Internal and External Environments*** - This module focused on the understanding of how critical the balancing your internal and external environments is to your success, the importance of relationship building, the legislative impact on the success of your program, developing strategies that support your different environments, etc.

**Marketing** - This course discussed the planning necessary to determine your market strategy, the importance of research and data, key customer relationships and requirements, etc.

**Assuring Customer Satisfaction** - This course identified both the significance and differences of customer satisfaction and engagement, the importance of exceptional service, developing and maintaining relationships, etc.

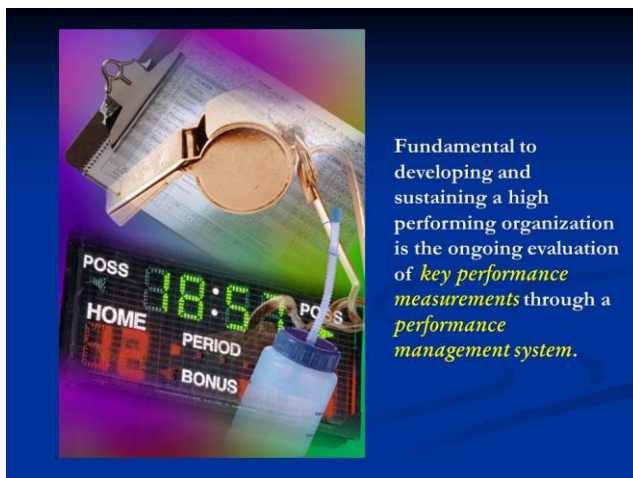
**Developing an Offender Workforce** - This course identified the critical components of developing an offender workforce including, recruitment, communication of expectations, and skill building, the importance of providing marketable hard and soft skills, etc.

**Reentry Resources** - This course discussed how to identify transferable skills, how to access labor market information and use it to plan and prepare the workforce, the value of employer partnerships, etc.

**Developing Staff Workforce Competencies** - This course discussed the importance of workforce engagement, critical communication systems, recruitment and retention, etc.

**Ensuring Financial Self-Sufficiency** - This course introduced a strategic approach to financial management, the importance of integrated systems, mission focus, enterprise risk management, etc.

**Evaluating Organizational Performance** - This course introduced the components of a high performing organization, discussed organizational objectives and key performance measures, identified the importance of a framework and the key components of a successful system, etc.



**PowerPoint Slide 11**

**Fundamental to developing and sustaining a high performing organization is the ongoing evaluation of *key performance measurements* through a *performance management system*.**

### Instructor Discussion:

The instructor should define both performance measurements and performance management.

**Performance measurement** is the *process of assessing your progress* toward achieving predetermined goals. This may include efficiency, quality, outcomes and effectiveness.

**Performance management** is the *use of performance measurement information* to help establish performance goals, allocate resources, make course corrections and report on progress.

Ask participants to identify the following:

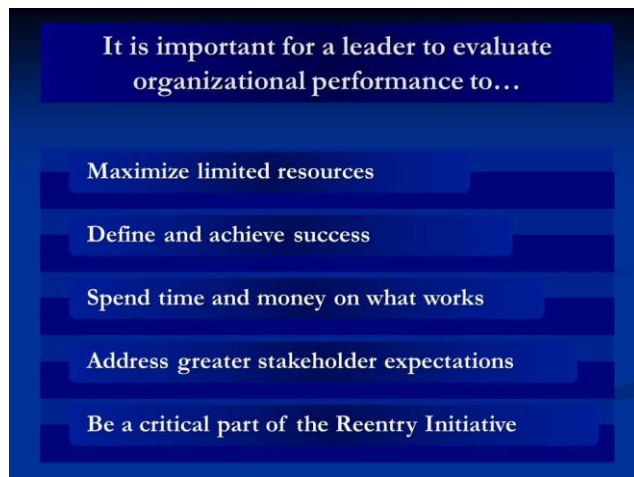
One performance measurement they have used to assess a program/business. Such as:

- On-time delivery performance
- Total number of offenders served in your programs
- Level of customer engagement

How did you use the data collected through your performance measurement activities to manage future performance? What changes did you make? How did you report progress?

When defining goals and determining the measurements an organization should ***ensure that efficiencies do not negatively impact effectiveness.***

For example, it may be more efficient to have customer service provided by computer aided systems however in doing this it may have a negative effect on your customer satisfaction.



PowerPoint Slide 12

**It is important for a leader to evaluate organizational performance to...**

- Maximize limited resources
- Define and achieve success
- Spend time and money on what works
- Address greater stakeholder expectations
- Be a critical part of the Reentry Initiative

**Instructor Discussion:**

Ask participants the following questions and engage in a discussion to cultivate ideas for the group.

Are there any additional benefits to knowing and understanding your business and how to improve performance?

*Additional benefits may be greater emphasis on customer satisfaction and engagement, improvement in workforce engagement, etc.*

Can you identify any further reasons for evaluating organizational performance from the perspective of a CI Director?

*Evaluating organizational performance is critical to long-term sustainability. This process will help you identifying blind spots and threats that could be damaging to your future, gain knowledge of your performance in relationship to your competitors, places you in a position to be proactive rather than reactive, etc.*

Discuss with participants the risks associated with not evaluating organizational performance.

*The risks are numerous such as not being competitive resulting in a loss of business, providing skills to the offender workforce that are outdated and/or not marketable resulting in the ability to find employment after release, etc.*



**PowerPoint Slide 13**



### **Benefits of an Organizational Performance Management System**

- To gain a **shared vision** within the organization
- To provide a structured approach to focus on the **strategic plan**, goals and **performance expectations**
- To gain insight into the **effectiveness of programs**
- To evaluate and improve the **efficiency of processes**
- To gain the ability to make **data driven decisions**
- To determine the organization's success or failure in meeting expected outcomes/**results**.
- To reinforce a culture of **continuous improvement**
- To ensure **long-term sustainability**

### **Instructor Discussion:**

Evaluating organizational performance is critical to the success of any CI program. Leaders today in any field are expected to know how their business is performing and to make decisions based on the best data available. Taking a systems approach to determining performance measures will enhance the effectiveness of the overall program and therefore the success of the CI Leader.

### **Ask the participants to discuss the following questions:**

What is long-term sustainability?

*An example of this would be to have the financial resources necessary to continually fund programs to meet your mission and performance expectations.*

How do you measure long-term sustainability?

*Long-term sustainability can be measured in various ways depending on your program and business expectations. One example of measuring for long-term sustainability is through the evaluation of revenue, income, reserve fund balance, future capital investments, etc.*



The slide has a dark blue background with a lighter blue header box. The title is in white text. The bullet points are in yellow text.

### The Key Components of a Successful Performance Management System

- Structured strategic planning process
- Key strategic objectives and performance measurements
- Organization wide performance measures linked to the plan
- Ownership of performance measures at all levels

The slide has a dark blue background with a lighter blue header box. The title is in white text. The bullet points are in yellow text.

### The Key Components of a Successful Performance Management System

- Relevant data collection and reporting
- Data verification, analysis and review
- Continuous improvement based on results
- Reward/recognize accomplishments
- Repeat the process through cycles of learning

#### PowerPoint Slides 14 - 15

#### What are the key components of a successful performance management system?

**Instructor Note:** The bulleted items appear on each slide. The indented dialogue should be shared with the participants by the instructor after each bullet appears on the screen.

- **Structured Strategic Planning Process** - A strategic planning process that is vision, mission and value focused and customer driven.
- **Key strategic objectives and performance measurement** - A strategic planning process that identifies the critical organization strategic objectives and key performance measurements.
- **Organization wide performance measures lined to the strategic plan** - Goals and objectives developed with performance measurements for all contributing divisions, business units, operational units, etc. which support and align those identified in the organization's strategic plan. Aligning all objectives throughout the organization with the organization's strategic objectives can be done through a "link in" process.

- **Ownership of performance measurements at all levels** - Performance measurements should be cascaded throughout the organization. This can be at the management, unit, team level, etc.
- **Relevant data collection and reporting** - Identification and collection of relevant data and data reporting is necessary to support timely and accurate distribution of information.
- **Data verification, analysis and review** - The verification, analysis, review and utilization of performance data is critical to the overall evaluation of an organization's performance.
- **Continuous improvement based on results** - A continuous improvement process that consistently examines results and makes improvements based upon these results is critical to the evaluation of performance. A process such as Deming's Plan, Do, Study, Act (PDSA) has proven to be effective in improving results.
- **Reward/Recognition of accomplishments** - Recognizing and rewarding accomplishments will reinforce the behaviors, systems and processes that are necessary to achieve an organization's desired results.
- **Repeat the process through cycles of learning** - Repeat the process to enhance both cycles of learning and performance outcomes.

### **Instructor Discussion:**

This outline gives the CI Leader basic information as to what key components should be present to effectively evaluate organizational performance. These components will allow you to *see the big picture* of what processes you will need to follow to begin establishing a performance management system leading to world class status.

A successful framework for evaluating business results will integrate all components of the organization. For example, the organizational strategic objectives will provide the direction that will cascade the expectations to all contributing units within the business. Each contributing unit will then establish its own performance expectations that link directly into the success of the organization's objectives. The approach used is complete integration. The deployment is executed throughout the organization to ensure that each unit/area has a stake in the success.

To be successful using a framework that drives performance excellence within an organization the culture must be focused on doing things the best known way today and better tomorrow.

How can ownership of the performance measurements throughout the organization be achieved? Ask the class participants to identify how they have encouraged ownership and how it helped to achieve expected measurements?

It is critical to make performance data easily available and the system to be as transparent to your workforce as possible. Once data is collected, reviewed and analyzed, course corrections should be made as necessary. Results are tracked to determine trends,

influences, comparisons, etc. This continuous improvement process will move an organization in the direction of doing things right today and better tomorrow. This is how world class organizations are built.

Discuss with the participants the following questions:

- How often should measurements be reported and reviewed?
- What methods have participants used to report results?
- How have employees been brought into the process so they remain engaged and encouraged with the results?



**PowerPoint Slide 16**

**Your *critical few* organizational strategic objectives should ...**

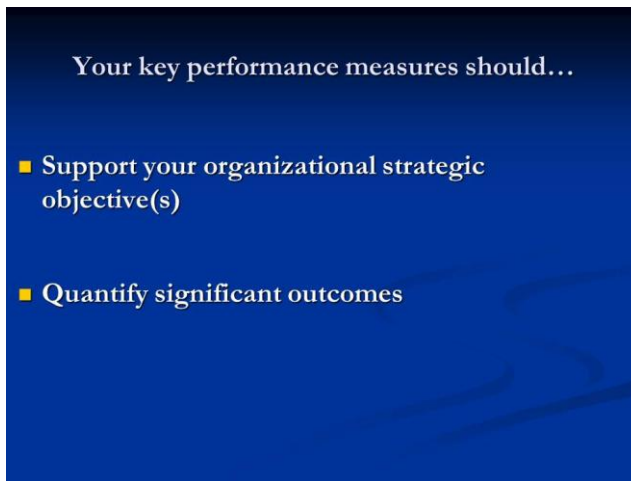
- Be Mission, Vision and Value focused
- Deliver value to your customers and stakeholders
- Improve your overall organizational effectiveness
- Set you apart from your competition
- Distinguish you as a best practice organization
- Ensure long-term sustainability

**Instructor Discussion:**

The key to the effectiveness and success of an organization's strategic objectives is to focus on the *critical few* at the highest level. Over committing to objectives that do not add value will dilute the effectiveness of your systems approach. All functional areas within an organization are interconnected and share in a common mission.

If one of your organization's strategic objectives is to "Reduce the Recidivism Rate of Program Participants," each unit will determine what performance measure(s) to identify in support of the overall objective.

Keep the objectives *critical and simple* so they can cascade throughout the organization. Staff should know and embrace the organization's purpose and objectives and how what they do contributes to the plan.



**PowerPoint Slide 17**

**Your key performance measurements should...**

- Support your organizational strategic objective(s)
- Quantify significant outcomes

**Instructor Discussion:**

The key performance measurements are the numerical information that quantifies what is intended to be accomplished. It will tie directly to the strategic objectives and should indicate your measure of success.

Using the example from Slide 16, if one of your organizational strategic objectives is to “Reduce the Recidivism Rate of Program Participants,” your key measurement would be your target recidivism rate. Your target recidivism rate should be determined based upon both comparative data (best in class) and your current rate/trend.



**PowerPoint Slide 18**

## **Factors that Influence a Successful Performance Management System**

- Organizational culture
- Leadership involvement and support
- Alignment with the strategic plan/direction
- Workforce (civilian and offender) Engagement
- Framework
- Communication

### **Instructor Discussion:**

Discuss content of Slide18 supplemented with the information below. Engage the participants in a discussion outlining how they think or have observed these factors influencing a performance management system, positively or negatively.

**Organizational Culture** - The culture of an organization must be focused on continuous improvement. Staff must be encouraged to complete their contribution to the organization the best known way today and better tomorrow. Learning must be a critical part of every team member's expectations.

How do you change an organization's culture to focus on continuous improvement?

**Leadership Involvement and Support** - Leaders must champion and support performance improvement. It must be ingrained in the organizational culture and reinforced. It is important for leadership to be visible and connected with the workforce. Active leadership which includes interaction with staff and offenders is one component of an effective strategy to promote workforce engagement.

How do you demonstrate leadership involvement and support with your organization?

**Alignment with the Strategic Plan/Direction** - Overall organizational strategic goals and performance measurement/indicators are in alignment with the vision, mission, values and strategic direction.

How do you ensure that these key components are in alignment with your V-M-V?

**Workforce Engagement** - Workforce input into all phases of determining performance measures creates a positive culture and an ownership into the results.

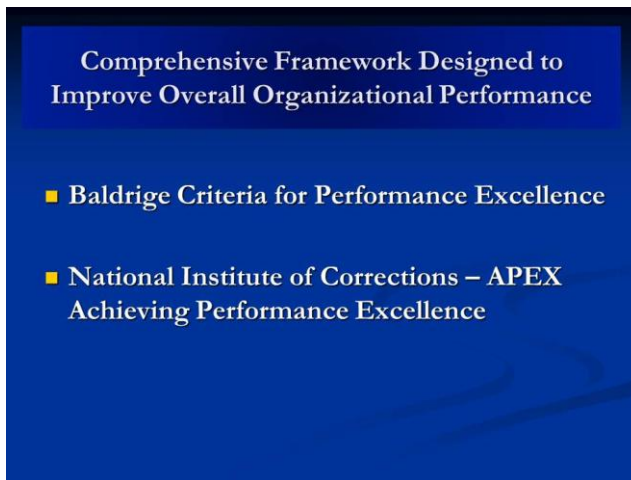
How do you engage your entire workforce in determining performance measures? Does this include the offenders also?

**Framework** - The overall management system used by an organization to measure results should be clear, concise, transparent, and make sense to those involved.

How have you used a framework in your organization to measure and communicate results?

**Communication** - Communication is a critical component and should be multidirectional using multiple methods such as group meetings, newsletters, reports, email, video conferencing, etc. Evaluating performance results should be highly visible and ongoing throughout an organization.

How do you communicate results in your organization? What is most effective?



**PowerPoint Slide 19**

**Comprehensive Framework Designed to Improve Overall Organizational Performance**

- Baldrige Criteria for Performance Excellence
- National Institute of Corrections – Achieving Performance Excellence (APEX)

**Instructor Discussion:**

Discuss with participants the comprehensive focus of the frameworks listed as they approach performance excellence from a systems perspective which includes all major aspects of an organization including:

- Leadership
- Strategic Planning
- Customer/Stakeholder Focus
- Workforce Focus
- Measurements
- Processes
- Operations
- Results

This systems approach differs from tools such as Lean, Six Sigma and ISO which are process improvement driven and are primarily intended to improve operational management of an organization only.



**Power Point Slide 20**

## **Baldrige Criteria for Performance Excellence Framework**

### **Instructor Discussion:**

The purpose of the Baldrige Criteria is to help organizations assess their improvement efforts, diagnose their overall performance management system, and identify their strengths and opportunities for improvement

According the National Malcolm Baldrige Quality Award Program, the award promotes

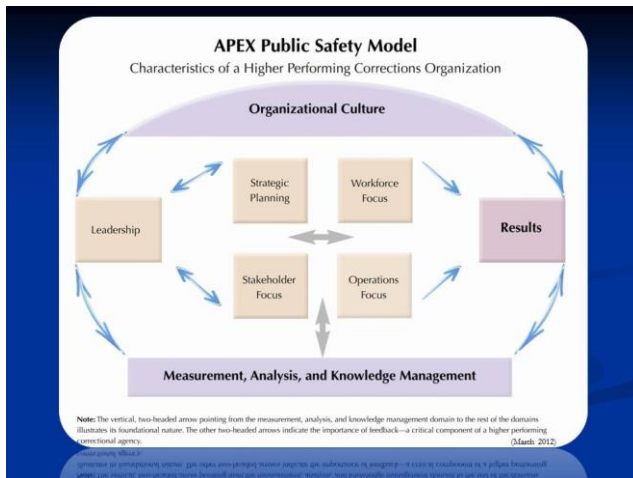
- Awareness of performance excellence as an increasingly important element in competitiveness.
- The sharing of successful performance strategies and the benefits derived from using these strategies.

The Baldrige Criteria for Performance Excellence provides organizations with an integrated approach to performance management that results in

- Delivery of ever-improving value to customers and stakeholders, contributing to organizational sustainability
- Improved organizational effectiveness and capabilities
- Organizational and personal learning.

To receive a Baldrige Award, an organization must have a role-model organizational management system that ensures continuous improvement in delivering products and/or services, demonstrates efficient and effective operations, and provides a way of engaging and responding to customers and other stakeholders. The award is not given for specific products or services.

Ask the participants to share any experience that they have had with the Baldrige model.



## Power Point Slide 21

### APEX Public Safety Model

#### Instructor Discussion:

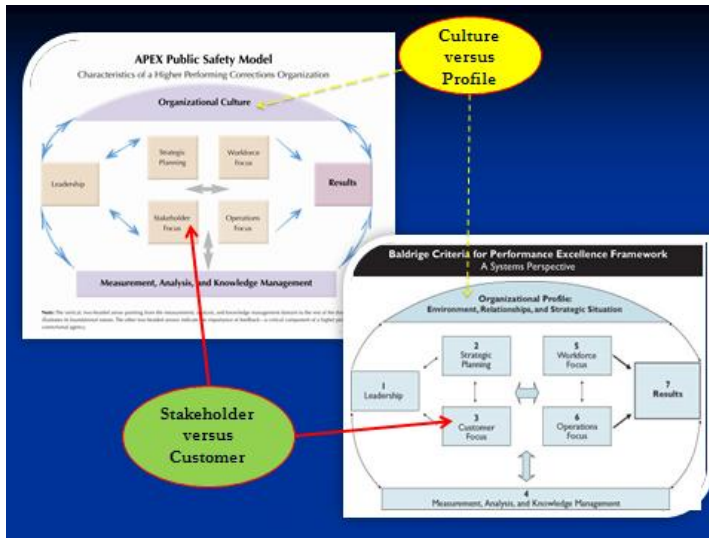
The APEX Model was created by the National Institute of Corrections (NIC). APEX stands for Achieving Performance Excellence.

According to NIC, APEX is a business model that offers a systems approach to change, specifically for correctional organizations. It provides multiple tools and strategies to build sustainable capacity toward higher performance, evidence-based practices, and data-driven decision making. Safety and security is one of the foundational principles of APEX. In addition, this model provides a pathway for agencies to create an organizational culture and a management environment that encourages innovative ideas to improve services, processes, and results.

APEX includes these components:

1. The APEX Public Safety Model
2. The APEX Guidebook Series
3. The APEX Assessment Tool Protocol
4. The APEX Change Agent Training





**Power Point Slide 22**

## **Comparison of Variations in the two Frameworks**

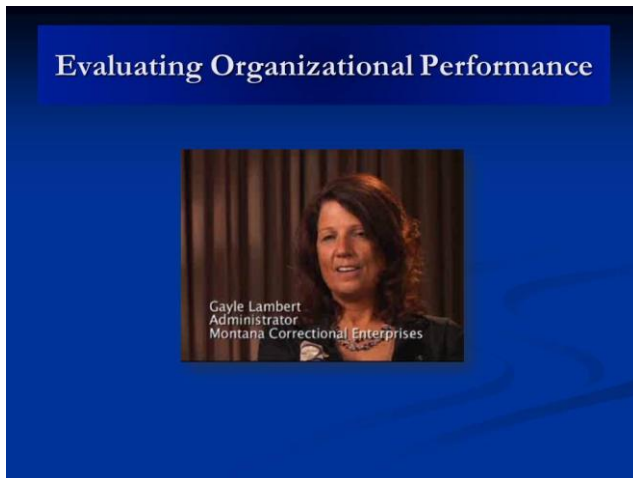
### **Instructors Discussion:**

As noted on Slide 22, there is a difference in terminology used in the two models. The Baldrige model begins by completing an organizational profile evaluating the environment, relationships and challenges while the APEX model evaluate overall organizational culture. The Baldrige model uses the term “customer” and the APEX model refers to “stakeholders”.

The APEX model distinguishes itself from any other framework and notes that its target audiences are correctional organizations with a focus on safety and security. The APEX also has training tool guidebooks to use for support and guidance.

The most critical difference between the two models is the way in which an assessment is completed to determine how well an organization is performing. The APEX model is strictly a self-assessment with no outside influence or support to conduct an independent examination of an organization’s strengths and areas of improvement. The Baldrige model however is used not only through the national organization but most states have performance excellence programs that use the Baldrige framework to assess, support and drive performance excellence in both the public and private sector. Individuals (volunteers) are selected to participate in an extensive training program to qualify for the opportunity to be examiners for organizations submitting applications for an award assessment.

Ask the participants to discuss their level of knowledge with the two frameworks and discuss how they could be used in the correctional industries arena to drive performance excellence.

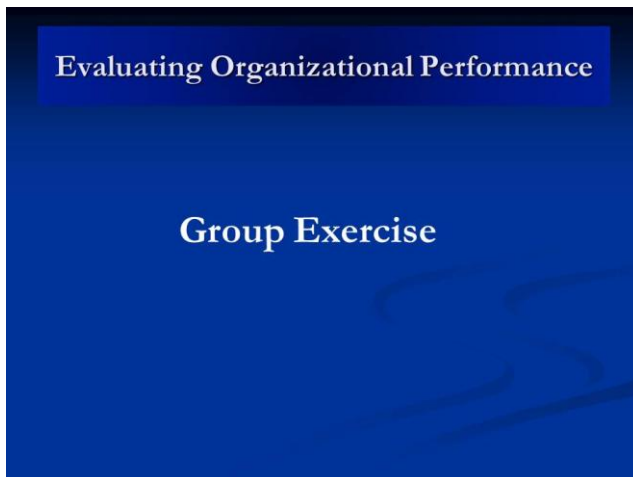


**PowerPoint Slide 23**

**Video – Gayle Lambert – Administrator, Montana Correctional Industries**  
(Use entire clip – approximately 50 seconds)

**Instructor Discussion:**

In her video Gayle Lambert discusses the many aspects to be evaluated within a correctional industry program ranging from recidivism to customer satisfaction. This is the segue into the activity to be conducted next.



**Evaluating Organizational Performance**

**Group Exercise Guidelines**

- Four/five person teams. Each team will be given 45 minutes to complete the exercise.
- Information from each group will be placed on a flipchart for presentation purposes.
- At the end of 45 minutes, each team will report out to the entire class their recommended plan.
- Each team will have 7-10 minutes to present.
- The complete report out will last 45 minutes.

### PowerPoint Slides 24-25

#### Group Exercise

#### Instructor Discussion:

The activity is outlined in **Exercise 1** below. The participants will be divided into 4-5 person teams to complete the exercise.

Activity Summary- each group will be provided with the profile of a correctional industry organization. Based upon the data received by each group, they will determine the following information as outlined below.

#### Exercise 1 – Team Instruction Sheet

The following information should be read by the team in its entirety prior to beginning this team project.

Your team will have 45 minutes to complete this assignment. The information from your group should be placed on a flipchart for presentation purposes. At the end of 45 minutes, your group will report on your recommended plan. Each group will have 7-10 minutes to present.

Exercise Summary - Your team has been provided with the profile of a correctional industry organization. Based upon the data received your team will determine the following:

1. Identify one key organizational strategic objective.
2. Identify at least one key performance measurement to support your objective.
3. Identify the data to be collected to support the key performance measurement(s).
4. Identify how you will link/align the performance expectations of your various business units, divisions, etc., in support of meeting the overall strategic objective you have identified.
5. What data are you missing that may have assisted your team in making decisions concerning the organization's status?

6. Based upon the data provided, identify one continuous improvement project that you would address based upon a weakness you have identified in the profile.

## **Resources**

Blanchard, Ken, Leading at a Higher Level: Blanchard on Leadership and Creating High Performing Organizations, 2009, FT Press

Collins, Tim, Jerry I. Porras, Built to Last, 1994, 2002, Harper Collins

Mike, George, Dave Rowlands, Bill Kastle, What is Lean Six Sigma?, 2004, McGraw-Hill

Hammer, Michael, Champy, James, Reengineering the Corporation, 2003, Harper

MacKenzie, D. Evidence –based corrections: identifying what works, Crime and Delinquency, 2000

Miller, Ken, Extreme Government Makeover, 2011, Governing Books

Moynihan, D.P. and S.K. Pandey. Testing how management matters in an era of government by performance management. Journal of Public Administration Research and Theory, 2005

National Performance Review, Serving the American Public: Best Practices in Performance Measurement, 1997

Pfeffer, J. The Human Equation: Building Profits by Putting People First, 1998, Boston, Harvard Business School Press

Rogers, E.W. and P.M. Wright, Measuring Organizational Performance in Strategic Human Resource Management: Problems, Projects, and Performance, 1998

Waal, Dr. Andre, The Characteristics of a High Performing Organization, 2010

## **Websites**

[www.quality.nist.gov/](http://www.quality.nist.gov/) The Baldrige Performance Excellence Program website. Subject matters: Baldrige Criteria for Performance Excellence

[www.nicic.org/](http://www.nicic.org/) Various articles including, Achieving Performance Excellence (APEX), A Managers Primer for Ensuring Accountability, Program Planning and Design, Establishing Team Goals and Responsibilities, Goals and Setting Goals, Using Feedback to Improve Team Performance

### Statewide Correctional Industries Case Study

Time	Minutes	Presenter	Assist	Topic	Style	References/ Aids
11:00 - 12:00	60	Trainer 1	Trainer 2	Introduction to the case study method, objective of module, stakeholder mapping	Lecture and Discussion	PowerPoints 1 to 3
DAY 2						
1:00 - 1:30	30	Trainer 2	Trainer 1	What are the challenges facing Brownback?	Lecture and discussion	PowerPoint Slide 4
DAY 3						
2:00 - 2:45	45	Trainer 1	Trainer 2	SWOT Analysis	Activity	PowerPoint Slides 5
3:00 - 4:15	75	Trainers 1 and 2		Group Presentations	Activity	PowerPoint Slide 6-8
Total	210					

**Curriculum:** Correctional Industries Director Training  
**Module:** Statewide Correctional Industries Case Study  
**Estimated time required:** 2 hours

### **Summary and Rationale**

This module will use a fictitious case study to explore the wide range of challenges facing directors of correctional industries programs. The case study will also be used to provide students with the opportunity to practice the skills learned in the e-learning and classroom courses.

### **Performance Objectives**

By the end of this module, participants will be able to:

1. Evaluate and prioritize the key issues facing the director of a fictitious correctional industries program and develop effective strategies for meeting these challenges.

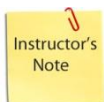
### **Equipment**

- Several easel stands with flip charts
- Markers
- White board or black board
- Laptop Computer
- Projection device (LCD)
- Screen

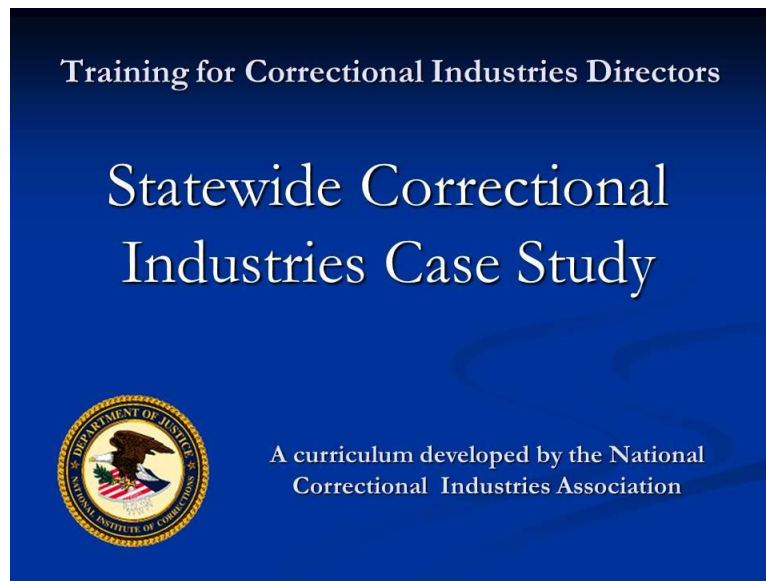
### **Materials**

- PowerPoint presentation
- Statewide Correctional Industries Case Study

The case study must be given to participants in advance of the training. They should be instructed to read the case study in advance of the class.



## LESSON



### **PowerPoint 1**

#### **Statewide Correctional Industries Case Study**

A case study is a detailed account of a business over a period of time that provides information about its products, markets, competition, management, employees, and other factors that affect its success. They are typically used in business schools to teach students how to assess business circumstances and how to develop strategies based on those assessments. Our objective in using this case study is to offer you a set of tools that will prepare you for identifying and solving problems in your organization.



**At the end of this training,  
participants will be able to:**

- Evaluate and prioritize the key issues facing the director of a fictitious correctional industries program and develop effective strategies for meeting these challenges

### **PowerPoint 2**

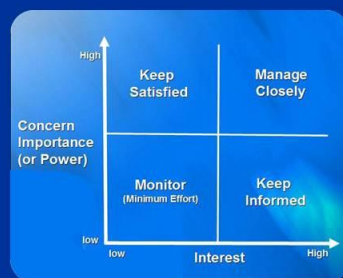
By the end of this training, participants will be able to:

- Evaluate and prioritize the key issues facing the director of a fictitious correctional industries program and develop effective strategies for meeting these challenges.

In this module, we will be visiting many of the concepts covered in the e-learning and classroom modules in the context of a case study. Let's start by reviewing, the characters in the case study and determining where they belong on a stakeholder's map.

## **Stakeholders**

- Who are the stakeholders in this case study?
- Where do they belong on the stakeholders map?



### **PowerPoint 3**

*Who are the stakeholders in this case study?*

*Where do they belong on the stakeholders map?*

*Are there any stakeholders not mentioned in the case study that should be included in the stakeholders map?*



*Who are the Frank Brownback's stakeholders?*

*Where do they belong on the stakeholders map?*

*Are there any stakeholders not mentioned in the case study that should be included in the stakeholders map?*



*The instructor uses a flip chart to record all of the characters in the case study using the stakeholder map format. As each character is identified by a student, the instructor asks where the character belongs on the stakeholder map and facilitates a discussion for each until a consensus is reached. Each is placed in the appropriate spot on the map.<sup>1</sup>*

*In the discussion, instructor should ensure that following characters/groups are identified:*

*Peter Krusick, Retired CEO*

*State legislature*

*Private Sector Employers*

*SCI's staff*

*Shiela Fischer, Executive Director of CAUSE*

*Scott Thompson, Chair, SCI*

*SCI's Board of Directors*

---

<sup>1</sup> The stakeholder map should be retained for display during the deliberations that take place during the second hour of the module.

*Sarah Becco, Executive Director of Crime Victim Compensation Board*

*Governor Patrick Clark*

*Commissioner George Currie*

*Prisoner Reentry Task Force members*

*Mary Bartz, Executive Director of workforce development nonprofit*

*Herb Tucker, Director of state's one-stop career system*

*Sam Roberts, Executive Director of Chamber of Commerce*

*Lorraine Bergland, Professor and advisor to Corrections Commissioner*

*Fred Delton, Evidenced-based Practice Coordinator*

*Thomas Foster, Owner of Metal Fabrication Company*

*Paul Garvey, Warden*

*Patricia Smith, Press Secretary*

*Bill Gallo, Reporter*

## Challenges

- What are the challenges facing State Correctional Industries?



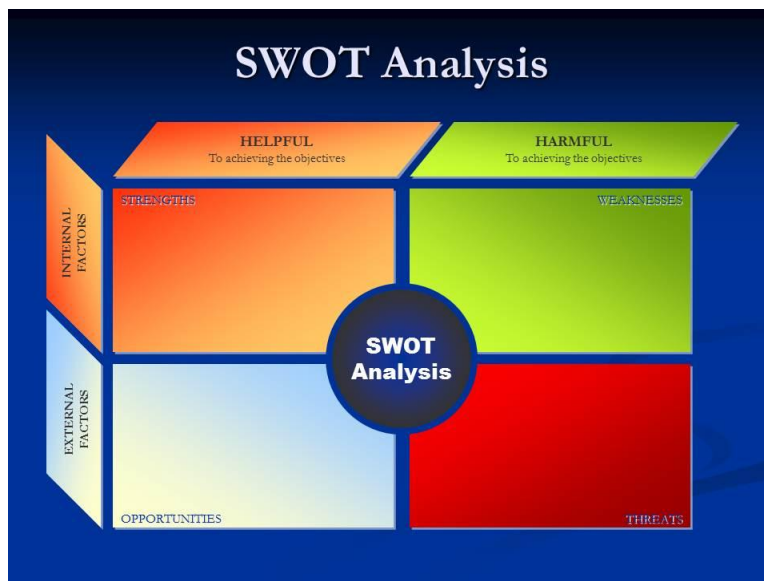
### PowerPoint 4

*What are the challenges facing State Correctional Industries?*



*Instructor leads a discussion covering the following challenges and listing each on a flip chart:*

- *Opposition from the private sector*
- *Ambivalence of the state legislature*
- *Proposed legislation that would eliminate preferred status*
- *Low staff moral*
- *Reduction in productivity levels*
- *Coping with cheap goods produced by foreign competition*
- *Public criticism of its programs by CAUSE*
- *Lack of agency vision*
- *Lack of board involvement*
- *Need to achieve PIECP certification*
- *Providing prisoners with soft-skills*
- *Providing prisoners with skills in industries where growth is expected*
- *Identifying and using evidence-based practices*
- *Documenting results*
- *Ensuring customer satisfaction*
- *Improving relationships with security personnel*
- *Identifying green initiatives*
- *Building relationships with the press*



**PowerPoint 5**



***The instructor asks the following questions:***

- *What are SCI's strengths?*
- *What are SCI's weaknesses?*
- *What are SCI's opportunities?*
- *What are SCI threats?*

*Using a white board or flip chart, instructor, place the responses in the appropriate boxes. The discussion should include the following for each category:*

***Strengths***

- *Low turnover of management since programs inception*
- *New CEO can hit the ground running*
- *Program has shed operations that are not financial self-sufficient*
- *Advisory board chair is committed to assisting the CEO*
- *Customer service record is good*

***Weakenesses***

- *Declining staff morale*
- *CEO has been coasting for two years*
- *Advisory board has 3 vacancies*
- *Agency's mission is not current*
- *Agency serves a small percentage of inmate population*
- *Agency is not meeting workforce development needs of inmate population*
- *Customer complaints not being analyzed system-wide*
- *Relationship with security personnel is strained (Use discussion of this weakness as an opportunity to do a role play where one student plays the role of the warden and the other student plays the role of Brownback.)*
- *No relationships with press*

***Opportunities***

- *Advisory board has 3 vacancies*
- *Possibility of becoming a member of PIECP*
- *Crime victims are potential allies*
- *Governor is interested in promote reentry efforts*
- *Green initiative*
- *Brownback has had some contact with the reporter on the reentry "beat"*

***Threats***

- *Potential loss of preferred source status*

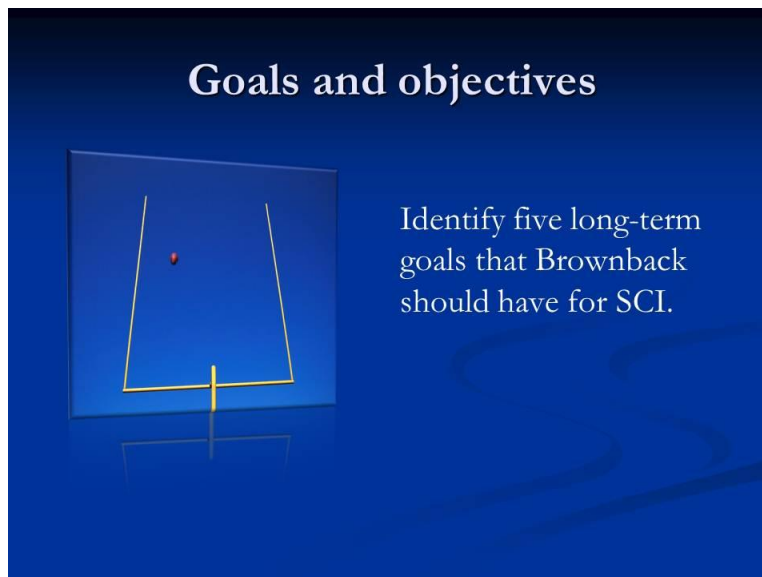
- *Negative publicity from CAUSE (Use discussion of this threat as an opportunity to do a role play where one student plays the role of the executive director of CAUSE and another plays Brownback. They meet a community reentry meeting and discuss the report about to be released by CAUSE.)*



*The following question and a brief discussion will be used to conclude this segment of instruction:*

***What are SCI's long-term prospects if it does not address its weaknesses and threats?***

*The instructor wraps up the session by informing participants that the second hour of this module will be used to develop strategies in response the challenges identified by the group.*



#### **PowerPoint 6**

**Identify five long-term goals that Brownback should have for SCI.**

During the next 75 minutes, we are going to break up into groups and each group will be tasked with the following instructions.

Identify five long-term goals that Brownback should have for SCI.



#### **PowerPoint 7**

#### **Develop three short-term strategies for achieving each goal.**

Develop three short-term strategies for achieving each goal.

Be prepared to present and defend your goals and strategies to the group. Each group will be given three minutes to make their presentation. When you break out into your groups, please select a timekeeper, a recorder, and a spokesperson for your group's presentation.



The instructors will monitor the discussions and answer any questions that arise during the breakout groups. At the 30 minute point, the instructor should announce that they have 15 minutes to wrap-up their discussion. At the 45 minute point, the instructors should invite each group to make a short presentation. The presentation will include their long-term objectives and three strategies for achieving their first objective. Following each presentation, the instructor should ask the entire group to critique the goals and strategies presented.

## Presentations



- Five long-term goals
- 3 short-term strategies for achieving each goal.

### PowerPoint 8

- Five long-term goals
- 3 short-term strategies for achieving each goal.



## Statewide Correctional Industries Case Study<sup>2</sup>

### Introduction

Frank Brownback would soon become the chief executive officer of Statewide Correctional Industries (SCI), following in the footsteps of Peter Krusick, the organization's founding CEO who served in that capacity for more than a decade. Mr. Brownback was employed by SCI since the program's inception in 1998 starting as a foreman and rising through the ranks to become the director of operations in 2009. Prior to working for SCI, Brownback was employed by General Dynamics where he served a foreman in factory that produced radar instruments.

Brownback was known as a competent manager who enjoyed challenging assignments. When he accepted his new position, he inherited an agency that faced a plethora of challenges. There were several hostile and powerful elements in the private business community who viewed SCI with nothing but contempt. They believed that SCI unfairly competed with the private sector by using cheap prison labor and their preferred status to secure government contracts for goods and services. The legislature, once supportive of the program, was now ambivalent about SCI and was more concerned about the need to reduce the prison population and the state's high recidivism rate. At the urging of the private sector, the legislature was considering legislation that would eliminate SCI as a preferred source for government contracts, the passage of which would adversely affect the program's bottom line.

Changes to the marketplace were also taking its toll upon the program's bottom line. SCI had to cease production of several product lines because it could not compete with goods manufactured in Asia. As a consequence, there was a 15% reduction in force, the largest in the program's history. The layoffs were having a negative impact on staff morale as evidenced by a decrease in plant productivity. In the year before his retirement, Krusick had repeatedly told his employees that they had to do "more with less." A glum staff responded with an often repeated refrain that they were "the less that has to do more." The governor's imposition of a state-wide wage freeze in 2009 -- which showed no signs of thawing out -- added to their building frustration.

Morale was also being adversely affected by Citizens Aware and United for Social Equity (CAUSE), a vocal and influential social justice agency that had been criticizing SCI on the grounds that its initiatives did little to prepare offenders for the outside world. The executive director of CAUSE, Sheila Fischer, had a personal interest in the work of SCI because her nephew was incarcerated in the state's correctional system. CAUSE had recently won a state-wide court decision affirming the rights of restaurant workers who were not being properly paid and subject to poor working conditions. The litigation had enhanced the group's visibility and influence among state legislators, making them a

---

<sup>2</sup> This case study was prepared for use by the National Institute of Corrections in their training program for directors of correctional industries programs. It is intended to serve as basis for class discussion and neither represents the official position or policies of the U.S. Department of Justice, nor illustrates either effective or ineffective management techniques.

force with which to be reckoned. During the past several months, Fischer's staff had been examining employment outcomes for SCI's graduates and was preparing a report that was likely to reflect poorly on the program, an unpleasant prospect that was looming in the not-too-distant future.

Brownback was fervently committed to SCI and recognized that the program was at a critical point in its history. His predecessor had done a magnificent job establishing the program and steering it through some choppy water over the years. But there were people inside and outside the agency who felt that Krusick had been "coasting" for some time and had been thinking more about retirement than agency business during the past two years. Brownback recognized that the agency needed a new vision along with hard-headed management in the year ahead.

### **History of Statewide Correctional Industries and Background Information**

Statewide Correctional Industries is the trade name of a prison industries program in the Midwest that began operations in 1998 following the passage of authorizing legislation. The legislation authorized a self-supporting program that provides adult offenders with "productive work assignments" in the state's adult correctional facilities. The program is a semi-autonomous part of the state's correctional system and has an oversight board of 12 persons, all of whom are appointed by the governor<sup>3</sup>. Under the legislation, the board is tasked with setting policy, appointing and monitoring the performance of the program's chief executive officer, approving the program's annual plan, and ensuring that the program's industries do not adversely affect private industry in the state. The board members are appointed to four year terms and serve at the discretion of the governor. The legislation also requires that the board have representatives from government, labor, the nonprofit sector, and the business community. Shortly after the program was founded, the board of directors approved the following mission statement:

"Statewide Correctional Industries seeks to enhance the safety and security of the state's correctional facilities by employing offenders in self-sustaining industry programs that provide quality products and services in a manner that does not adversely affect private business and labor."

At the time of Brownback's appointment, SCI's board of directors had three vacancies. Of the nine occupied positions, three represented the private sector, three, including the corrections commissioner, represented government agencies, and three others represented the nonprofit sector. The chairperson of the board of directors, Scott Thompson, was recently appointed by the governor and is the chief executive officer of a large construction firm. A prominent fundraiser for the governor's election campaign and a consummate businessperson, Thompson was well-known throughout the state as a can-do executive. As an adolescent, he had been arrested for possession and sale of narcotics and had been incarcerated in a state correctional facility. Thompson credited a correctional counselor for getting him on the right track and he was known for giving employment opportunities to persons with criminal convictions.

---

<sup>3</sup> The legislation also stipulated that one of these board members would be the state's correction commissioner.

While the board has fulfilled its oversight obligations as specified by state law, it had not played an active role in strategic planning. It had, instead, chosen to allow the chief executive officer to plot the program's course with their approval. Thompson was eager to shake up the board and get it more involved in SCI's operations. "If you want to serve as a director," Thompson told another board member, "you have to give, or get out."

At present, the program provides work assignments for 5,000 or roughly 5% of the adult offenders population in service, agricultural and manufacturing industries in 10 of the 20 facilities operated by the correctional department. All of its revenue comes from the sale of goods and services to state, federal and local government agencies and nonprofit organizations within the state. The program is prohibited by law from selling goods and services to the general public. SCI produces a wide variety of goods including, but not limited, to janitorial products, office furniture, signs, license plates, and clothing. The program is divided into four product divisions: Data and Graphics, Metal, Wood and Plastic Fabrication, Agricultural Operations, and Textiles.

Although SCI was not a member of the Prison Industry Enhancement Certification Program (PIECP), the board of directors wanted to establish closer working relationships with private sector businesses and had encouraged Brownback's predecessor to apply for certification. Perhaps for no other reason than the inertia that characterized Krusick's last year with SCI, the process had been stalled, much to the dismay of the board of directors.

Under the state law, up to 20% of an inmate worker's wages can be deducted for court-ordered restitution and deposited into the Crime Victims Compensation Fund. More than \$2 million dollars has been deposited into that fund since SCI's inception. Sarah Becco, the executive director of the Crime Victims Compensation Fund currently serves as a member of SCI's board of directors.

### **Offender Reentry**

Governor Patrick Clark was eager to see a reduction in the state's 3-year recidivism rate which, according to a study conducted by a national think-tank, was 51.3%, more than 10 percentage points higher than the national average. The state's prison population and correction budget had risen steadily in the past decade and it was projected that correctional population might increase by as much as 50% over the course of the next decade. The governor knew that reducing recidivism was not simply an option; it was an urgent and absolute necessity.

In response to potential cost implications of the rising prisoner population, the governor established a Offender Reentry Task Force which was given a mandate to create a plan for reducing state-wide recidivism rates. The corrections commissioner, George Currie, was a member of the task force and a strong advocate for improving the quality of his agency's programs. He believed that SCI had an important role to play in reducing the state's recidivism rate, but not without significant changes to the program. Currie wondered how well it was preparing inmates for their return to the community. Most of SCI's focus in recent years had been upon maintaining self-sufficiency and securing new contracts for goods and services. Apart from the occasional story about a program

participant that secured work upon his or her release, Currie didn't know how program graduates fared upon their release from custody.

During the initial meetings of the Offender Reentry Task Force, Curry received feedback from representatives of the community-based organizations who served the offender population. Mary Bartz, the executive director of a nonprofit that provides workforce development, had much to say about the readiness of recently released prisoners. "Most," said Bartz, "don't have the soft skills needed to get a job and keep it." While she was satisfied that SCI's program participants had the hard skills needed for employment, she felt that the lack of soft skills was hurting their opportunity of long-term success. The director of the state's one-stop career system, Herb Tucker, expressed similar concerns. Tucker reported that the state's high unemployment rate was putting a severe strain on the one-stop career system and taxing its limited resources. "We are ready to assist the ex-offender population," Tucker said, "but they need to be prepared for the services we have to offer." He estimated that the majority of recently released prisoners were not ready to enter the system and needed intensive services.

One task force member, Sam Roberts, was critical of the training provided by SCI. Roberts was the executive director of the state's chamber of commerce and an acknowledged expert on labor market trends. He believed that the many of SCI's industries were shrinking in the outside marketplace and provided dwindling employment opportunities for released offenders. Roberts believed that SCI needed to expand its programs to include industries where long-term growth and career opportunities were projected.

The chair of the reentry task force, Professor Lorraine Bergland, has a particular interest in ensuring that the Correction Department used evidenced-based practices in its work with offenders. Bergland was a highly regarded expert in correctional research and a strong proponent of using evidenced-based principles, organizational development and collaboration to achieve measurable outcomes. At every task force meeting, she urged the Correction Department to examine and improve its risk assessment practices and target its interventions more carefully. She also advocated strongly for using cognitive-behavioral treatment methods along with more positive reinforcement. In response to her urging, Commissioner Curry had created the position of evidenced-based practice coordinator and appointed Fred Delton, an employee with the rank of deputy warden to the job. He tasked Delton with the job of identifying and recommending evidenced-base strategies that the agency could implement system-wide.

### **Marketing and Customer Satisfaction**

Thomas Foster, the owner of a metal fabrication company and a vocal critic of correctional industries programs, had publically alleged that SCI's prices for goods and services exceeded those found in the private sector and that the quality of those goods and services did not meet industry standards. To counter these allegations, SCI's board of directors hired a prominent consulting firm to examine and report on the degree to which SCI's customers were satisfied with the program's business. The preliminary audit finding had been delivered to the SCI's board the week before Brownback's appointment and the findings were generally favorable. While the audit determined that

its products and services were competitively priced, it faulted the program for failing to document price determinations and not having reliable individual job cost data. The latter was not only important for justifying prices, but essential for determining the profitability of individual products and services.

The auditor also determined that SCI's customers were generally satisfied with that quality of SCI's goods and services, but noted that some of the program's divisions had a higher percentage of customer complaints than others. While the program's policies require that customer complaints be recorded, the procedures used by each division were not uniform. It was also noted that information about customer complaints was not being tabulated and analyzed system-wide.

### **The Relationship between SCI and the Department of Corrections**

Although SCI was an integral part of the Department of Corrections, the program frequently clashed with security personnel over issues that had a significant impact on plant productivity. While security personnel recognized that inmates involved in SCI's programs were far less likely to be engaged in activities detrimental to facility operations, they frequently made decisions that prevented SCI from meeting its contractual obligations. Most recently, Paul Garvey, the warden at the Johnstown Correctional Facility, locked down the facility for a week following an inmate disturbance and escape attempt, neither of which involved SCI's inmate workers. The lock-down shut down SCI's factory operations in that prison, preventing the program from meeting its contractual obligations.

In his capacity as director of operations for SCI, Brownback met with Warden Garvey in an attempt to bring the factory back online. His visit met with no success. The warden told Brownback that his first responsibility was the safety of the facility and the community and that the lockdown would stay in force until he could be assured that no further incidents would take place. He then pointed to a glass box on his desk inside which was a deputy warden's shield. A placard outside the box read, "In case of escape, break glass." Garvey went on to say that, "Nothing I do matters more than preventing escapes and disturbances. It's my job." Brownback was sympathetic to the warden's concerns, but he knew that SCI's long-term success depended on a cooperative relationship with security personnel.

### **The Governor's Green Initiative**

The governor recently signed into law regulations that require state agencies to reduce water consumption by 10% and increase recycling and waste diversion by 40% within 5 years. The correction department established a task force to review the implications of the new regulations and Brownback had been serving as one of its members. While compliance with these regulations would be a challenge, Brownback believed that they might also provide opportunities of new businesses and improved customer relationships.

## **Relationships with the Press**

The correction department's relationships with the press were governed by written policies and procedures that were scrupulously followed. Each prison had a facility public information officer who, whenever a press inquiry was made, needed the approval of Patricia Smith, the agency's press secretary before any information could be released. Access by media representatives to all facilities required prior approval by the facility public information officer and the agency's press secretary. SCI's chief executive officer was designated as the public information officer for the program and was required to follow all of the agency's policies and procedures governing contact with the press.

Except for a handful of press releases announcing the start of a new product line or business initiative, SCI had few dealings with the press. Most news reports about the correction department featured incidents that did not reflect well upon the agency and it was the feeling of most senior correctional administrators that "no news was good news." The agency did not encourage contact with the press and, as a consequence, the news media had limited dealings with the agency. Brownback's predecessor had not spoken with a reporter for nearly two years.

In recent months, the growth of the inmate population and its budgetary implications drew the attention of the press and, in particular, of Bill Gallo, a veteran reporter for the *Prairie Times Union*. Gallo was given the assignment of following the story as it unfolded and had written several pieces on the progress of the Prisoner Reentry Task Force. Having written a story on the start-up of prison industry program several years ago, he was familiar with their operation and knew Brownback. But neither Brownback nor Gallo had been in touch since that story was written.

Brownback was comfortable in his limited dealings with press and wanted to be more proactive in his relationship with media representatives. He believed that SCI's website might generate more media interest by press, particularly if it were re-vamped to include social media tools such as YouTube. Press Secretary Patricia Smith had not made any efforts to incorporate social media into the department's website, preferring to use traditional methods of releasing information to the media and the general public. She was, however, feeling pressure from Commissioner Curry to use social media. The governor had made extensive use of social media in his reelection campaign and he was encouraging his commissioners to do likewise.

## **Brownback's Lunch with the Scott Thompson**

Prior to the public announcement of his promotion, Brownback had lunch with SCI Board Chairman Scott Thompson at a fashionable restaurant near the State capitol. Thompson outlined some of his concerns about the agency, in particular, the failure to move ahead with the Prison Industry Enhancement Certification Program applications. "If we're going to get on a firm financial footing," he said, "we need to get that certification." Thompson was also eager to see the program serve more prisoners and provide services that measurably improved employment outcomes following release. He said that the governor wanted results and desired for SCI to play an important role in the state's reentry efforts. Thompson did not want to disappoint him.

Thompson was also concerned about the public criticism that SCI had received in the previous year, especially that from the private sector. While some of it was unwarranted, he wanted Brownback to be more proactive in his dealings with outside agencies. He pointed out that criticism of SCI was criticism of the governor's administration. "You'll need to be the governor's heat shield for some of that criticism," he told Brownback, "but it's best to nip those things in the bud and not allow them to be fodder for the press."

Having visited all of SCI's programs during the past year, Thompson was familiar with the personnel issues faced by the program. He sensed the decline in staff morale and spoke to Brownback on the need for keeping employees engaged. Thompson also reminded Brownback on the need to keep a vigilant eye on the agency's cash flow.

He asked Brownback to draw up a program plan for the year to come. "I like to manage by the numbers," he told Brownback, "So make sure your program plan has objectives that are quantifiable." He also wanted to know what the board could do to support his plan and help him cope with the issues raised during their meeting. When they parted after lunch, Brownback had the sense that Thompson would be a strong, but demanding ally. As he considered his options, he wondered if the board would support the changes that needed to be made.

## JOHN RAKIS

John Rakis began his career in 1974 as a mental health counselor in the New York City correctional system. In 1980, New York City's Correction Department appointed Mr. Rakis the agency's first Suicide Prevention Coordinator. Mr. Rakis later served as the Correction Department's Director of Health Services Management from 1983 to 1984 and as the Deputy Executive Director of the New York City Board of Correction, a city-run "watchdog" agency, from 1984 to 1988. While at the Board of Correction, he was involved with the implementation of the Mental Health Minimum Standards for New York City Correctional Facilities, the first of their kind in the nation.

In 1988, Mr. Rakis left New York City government to pursue full-time study at Harvard University where he received a Masters in Public Administration. From 1989 to 2000, Mr. Rakis served as the executive director of the South Forty Corporation, a New York City-based non-profit organization that provided training and job placement services to offenders. In January of 2001, the South Forty Corporation merged with the Osborne Association and Mr. Rakis served as the Associate Executive Director of the combined agencies until March 2002 when he left to become a full-time consultant to government and nonprofit agencies.

In his role as a consultant, Mr. Rakis has served as an instructor and curriculum designer for the National Institute of Correction's Community Corrections Division and has providing training to correction, probation, parole, community and faith-based organizations throughout the United States. He has also designed multimedia instructional CD-ROMS for NIC including the *Inmate Career Clerk Instructional Program*, *How to Build Partnerships with Employers and Market Offender Workforce Development Initiatives*, *the Simulated Online Job Application*, and *Career Resource Centers: An Emerging Strategy for Improving Offender Employment Outcomes*.



## MARTHA RUSSELL

Martha Russell is a Career Consultant and owner of Russell Career Services currently located in Battle Ground, WA. She is a frequent speaker and workshop facilitator on career development and career management issues including workforce and workplace alignment issues. She continues to design and conduct seminars and training both nationally and internationally for governmental and community agencies as well as private industry. She currently serves as a Master Trainer for the Offender Workforce Development Specialist (OWDS) certificate offered by the National Institute of Corrections. She also serves as a career coach for the Transportation Security Administration and has worked as a contractor with the CA Department of Corrections as well as the One-Stop Career Centers at the beginning of the Workforce Investment Act program.

Martha participated as a member of a four person US team at the 2001 (Canada), 2006 (Australia), 2007 (Scotland) and 2009 (New Zealand) Career Development and Public Policy symposiums sponsored by the International Centre for Career Development. These events focus on the link between public policy and client service delivery for all people, including those with multiple challenges. Martha is a Past President of the National Career Development Association as well as a former president of the CA Career Development Association and the Sacramento, CA Chapter for the American Society of Training and Development. A graduate of Texas Woman's University in the field of speech/theatre, Martha went on to complete her master's degree in Career Counseling at California State University, Sacramento. She has served as adjunct faculty in the Career Development master's program at John F. Kennedy University and the School Counseling master's program at Seattle City University. She is a National Certified Counselor (NCC) and a Master Career Counselor (MCC) as well as an NCDA Career Development Facilitator Instructor (CDFI). Martha has been an OWDS instructor since 2002 and was selected as a Master Trainer as well as a frequent workshop facilitator for Correctional conferences and meetings.

Martha can be contacted at Russell Career Services, PO Box 2647, Battle Ground, WA, 98604. Email: [RCareer@aol.com](mailto:RCareer@aol.com)

## Patricia Weiland – Bio

International and domestic organizations have recognized Patricia Weiland as a leading authority and practice leader in the Corrections Industry.

As Chief Executive Officer of the Tennessee Reentry Initiative in Correction (TRICOR), she has helped to transform the way the world views Corrections. Exemplifying her unique ability to implement positive change, Patricia transformed TRICOR to an independent, self-supporting entity governed by a Board of Directors and bolstered by a Performance Based Pay System. During her ongoing 16-year tenure as CEO of TRICOR, the organization's unique business model has produced more than \$400 million in revenue with long term cost reductions and revenue contributions to the state of Tennessee exceeding \$100 million, and has become a model of successful change in an industry often resistant to unique solutions.

Her philosophies and practices on cognitive behavioral restructuring, soft and hard skill development, and business best practices have been instrumental in transforming thousands of lives and positively impacting hundreds of communities. Using criteria from the Baldrige National Quality Program she led TRICOR's progression from Level 1 to Level 2 status in the Tennessee Center for Performance Excellence Board of Examiners Program in less than 12 months. Her collaboration with a cross-section of Tennessee Corrections groups on the Offender Workforce Development Initiative led to a national certification by the National Institute of Corrections.

Prior to her work with TRICOR, her service in the Corrections field produced significant results. Her division was instrumental in leading the agency to become one of the first state departments in the nation to achieve accreditation of all adult facilities by the American Correctional Association. Her evaluation of organizational efficiency and effectiveness helped produce the 1993 resolution of the Tennessee Department of Corrections class action lawsuit on conditions of confinement, one of the largest in the state's history. She was instrumental in improving the quality and cost of corrections services by developing and implementing Tennessee's first program evaluation process of publically versus privately managed correctional facilities.

Ms. Weiland serves as the Chairman of the Correctional Industries National Task Force on Offender Reentry and is the former Chairman and Past President of the National Correctional Industry Association Board of Directors. The National Institute of Corrections (NIC) selected her as a panelist to develop the National Professional Development Standards for Correctional Industry Leaders. She was also selected as a three-time presenter on innovative reentry strategies for NIC's international satellite broadcast, reaching thousands of Correctional professionals worldwide.

Ms. Weiland was selected to represent the United States at the 29<sup>th</sup> Conference of the Geneva Convention in Geneva, Switzerland, as a consultant on Inmate Labor and Work Programs.

She is the recipient of the prestigious Rodli Award from the National Correctional Industries Association for outstanding contributions to the field. In addition, she is only

the second individual to receive that organization's Distinguished Service Award. The 104<sup>th</sup> Tennessee General Assembly recognized Ms. Weiland with House Joint Resolution No. 1319 for her meritorious service to the state.

In her commitment to future leaders, she serves as a member of the Executive Leadership Council for the state's award-winning leadership program, LEAD Tennessee.

Ms. Weiland is a graduate of the University of Wisconsin at Whitewater and a graduate of the Tennessee Government Executive Institute.